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# SOCIAL AND CIVIC WORK

IN

## COUNTRY COMMUNITIES

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### BULLETIN NO. 18

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REPORT OF A SUBCOMMITTEE OF THE  
COMMITTEE OF FIFTEEN APPOINTED BY  
THE STATE SUPERINTENDENT OF SCHOOLS  
TO INVESTIGATE CONDITIONS IN THE  
RURAL SCHOOLS OF WISCONSIN

---

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## TABLE OF CONTENTS

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I.	The home as a Social and Civic Center.....	7-13
II.	The School as a Social and Civic Center.....	14-20
III.	Co-operation between the Home and the School with Special Reference to the Adaptation of the School Work to the Industrial, Social and Civic Needs of the Community .....	21-42
IV.	The School as a Meeting Place for the Community..	43-46
V.	Reasons for Using the School as a Social and Civic Center .....	47-50
VI.	Suggestions for Special School Programs.....	51-56
VII.	Suggestions for the Young People Who have Fin- ished School .....	57-61
VIII.	Suggestions for the Older People of the Community.	62-64
IX.	Suggestive Programs .....	65-70
X.	Suggestions Dealing with the Organization of the Work .....	71-72
XI.	Special Suggestions and Cautions .....	73-75
XII.	The Training of Teachers for Social and Civic Com- munity Work .....	76-81
XIII.	Community Improvement through Organization....	82-87
XIV.	Federation of Rural Organizations.....	88-91
XV.	Social and Civic Center Work in Wisconsin.....	92-116
XVI.	Social and Civic Center Work in the Past.....	117-120
Appendix A. School Industrial Credit for Home Industrial Work		
	(A reprint of a pamphlet issued by Ex Supt. L. R. Alder- man of Salem, Oregon.).....	121-128
Appendix B. Suggested Constitution for a Neighborhood Improvement Club .....		129-131
Appendix C. A List of References .....		132-134
Index .....		135

## LIST OF ILLUSTRATIONS.

---

Figure	Page
1. A Wisconsin farm home.....	6
2. A new schoolhouse in Pierce County.....	15
3. Closing day exercises in Little Grant.....	19
4. The last log school building in Pierce County.....	20
5. Agricultural school exhibit, Mishicot.....	34
6. High school class studying horses .....	39
7. High school farm, Ellsworth.....	40
8. High school farm, Ellsworth.....	41
9. Consolidated school, Beetown.....	50
10. Agricultural exhibit in Jt. Dist. 3, Gibson.....	75
11. Graduating class in county training school, Columbus...	77
12. Memorial Day celebration at Prairie Farm.. ..	87
13. Annual picnic at Devil's Lake, Sauk County.....	89
14. Closing day exercises in North Lancaster.....	93
15. A high school agricultural fair poster, Livingston.....	97
16. Contest in Grant County, 1911:.....	100
17. Winners in the contest .....	101
18. First premium in corn contest, Pierce County.....	103
19. Parents' day, Hawthorne, Douglas County.....	110
20. Agricultural exhibit, Town of Kossuth.....	116

This bulletin on social and civic work in country communities was prepared by a sub-committee of the Committee of Fifteen, appointed by the state superintendent of public instruction over two years ago. The committee has done a careful and painstaking piece of work and the result of their efforts here embodied will doubtless be of much value to hundreds of communities in the state.

In the main, this is an effort to revive a custom that formerly existed in many parts of the country of using the school house for community purposes. Most people now in mature life can recall that there was a time when many country school houses were used by debating societies, literary societies, and farm clubs of various kinds. With the growth of cities and villages the custom here referred to has quite largely fallen into disuse. This is partly due also to certain social changes that have been taking place in many communities.

In order to succeed such work requires at least one capable leader,—someone who will take an active, persistent interest in stimulating the community to join sympathetically and co-operatively in such an enterprise. The coming together of the adult population in any community for any worthy purpose involves in itself a social gain. There grows up a wholesome and neighborly spirit; stimulus to better deeds and greater knowledge passes from one to another until the community is often transformed and its interests placed upon a higher community level.

The state superintendent earnestly hopes that hundreds,—yes, thousands, of communities will undertake in an intelligent way to develop these community gatherings.

The thanks of the department are due to the members of this committee who have labored long in order that they might send out through this department a suggestive and helpful bulletin.

C. P. CARY,  
State Superintendent.

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## PREFACE

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We have heard much of the success of the old-time school with its social gatherings, its singing schools and its contests.

This success was surely not a result of better equipment, better course of study, or better teachers. It was simply because of its greater hold upon the community. The school is not an institution for itself alone, but prepares the child for service in the home and community, and it must keep near the home and the needs of the people. The school reaches every home and does not regard racial prejudices, racial segregation or native customs. It is "the melting pot" of the nations, and for this reason the schools must make their own the problem of the social center work for the community, and assume responsibility for its existence and continuance.

It is the aim of this bulletin to show how this may be brought about; to show the part the home, the school and the people must take; to present concrete suggestions for the social program; to make suggestions for the young people who no longer attend school, and also for the older people; to show how to organize permanent clubs and how to federate those organizations. It also aims to present some cautions to be observed and to show what Wisconsin is doing for social and civic improvement in rural communities.

We trust that it will meet a need in the home and the school, and that it will be an inspiration to earnest, progressive work in this field.

THE COMMITTEE.



Figure 1. A neat farm home in Wisconsin. The greatest social and civic center  
should be the home.  
(Courtesy of F. Craneheld, Secretary of the Wisconsin Horticultural Society)

# SOCIAL AND CIVIC WORK IN COUNTRY COMMUNITIES

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## I

### THE HOME AS A SOCIAL AND CIVIC CENTER

"Mid pleasures and palaces  
Tho' we may roam,  
Be it ever so humble,  
There is no place like home."

It is but fitting that the introductory article to a bulletin dealing with plans for social and civic work in country communities should be a consideration of the unit of society,—the home itself. At the present time there is a strong disposition on the part of many people to want to be somewhere else rather than at home, and instead of building up this great unit of civilization we are, in many instances, tearing it down. Some words of warning, as well as suggestion, will not be amiss in this pamphlet.

It is of the greatest importance that the family life of the nation should be made the best possible. Upon the home life all community life, national life and progress depend. Just as the strength of a brick structure depends upon the strength and quality of the individual bricks that constitute its walls, so the strength of a nation depends upon the strength and the quality of the individual homes of that nation. Only when the homes themselves are of the right kind can they be cemented into the larger community fellowship, and thus bring about that co-operation which will make possible the building up of strong ideal states.

It is in the country communities rather than in the city that ideal homes are possible. The large cities, in spite of their many conveniences and advantages, are far behind country communities

when it comes to the natural advantage of making *good homes*. The city has many distracting influences detrimental to the best moral, educational and industrial development of the individual. There is an over-stimulation of the senses, which has much the same effect upon the mind that intoxicants have upon the body. The result is that too often the individual is not satisfied with ordinary routine and simple enjoyment but craves continual and varied excitement; life becomes artificial rather than natural, and simplicity is considered a synonym for backwardness.

Again, in the large cities there is not that opportunity for close family life that there is in the country. The father often leaves home early in the morning and is absent during the entire day. During the noon hour he takes out his dinner pail or goes to a restaurant. His work is for someone else. He does not have suitable opportunity to build up his own home. He has little time to associate with his family. The mother oftentimes is also employed at labor away from home. If she belongs to the class known as "society" much of her time is spent in calling, club meetings and the like. The children when not in school, are usually on the streets or in the care of a stranger to the home. Under such conditions it is exceedingly difficult to develop the true home spirit, which is really the basis for all right social education. In the country (and the smaller villages and cities) the parents and the children are frequently together the entire day, and, under the best conditions, they are all working for the up-building and the improvement of the home. There is much social life within the family itself. With these advantages we ought to have in our country communities ideal conditions for building up the best possible community life. Neither must it be forgotten that there is danger in rural home life of becoming narrow, self-centered and individualistic, hence the need for the larger social center movement.

Since the home is the social unit of civilization and progress we must look to the home life of the people. All lasting improvements must begin here. Temporary relief may be brought about by spasmodic efforts to interest people in certain directions, but nothing permanent can be expected unless new life and breadth of view are developed in the home. It is in the home that the individual's early and lasting habits are formed. The habit of obedience to parental authority is the groundwork

for obedience to law and governmental authority, the essentials of stability of state and nation. The habit of industry formed early in the home becomes the corner stone of success; the child's desire to be of service in the home is the germ which is to develop into the true altruistic spirit in the adult; the habits which make it second nature in a child to show respect to parents and those who are his superiors, determine whether the nation shall be known in the world as cultured or rude.

Since it is in the home that the young should spend much of their time, special provision and plans should be made for their social recreation. There are complaints that life in the country is too monotonous, and that this results, in a measure, in the young people's going to the cities; and this complaint is largely true. Those who are in charge of homes should not forget that it is just as important to provide for the intellectual, social and spiritual needs of the young as for their physical needs, and to realize that the things that satisfy adults do not always satisfy children and youth. All work and no play makes a dull listless boy out of an alert one and a restless dissatisfied girl out of a bright and capable one.

There is much to commend the visitation of family with family in the country communities. Many of us who are now grown up can remember the times when two or more families would frequently come together and spend the day or the evening in friendly visitation. At times the whole family would drive a considerable distance to some neighbor, and spend the day. The older people would spend the time in various ways, while the children would be busy with their games. These "home parties" did much to furnish wholesome recreation and social pleasure to the young people, while at the same time they did the older people much good. If there was at hand a swing, a croquet set or any other apparatus of play much was added to the interest of the visit.

Parents should not forget that children greatly appreciate attention and notice. Too frequently the older folks spend their entire time discussing questions beyond the reach of children, and when the children make remarks or ask questions they are told to keep still. It is well in the family circle to adapt the conversation, partly at least, to the younger members of the family. When these young people are made to feel that they

are a part of the household it will go a long way toward establishing that bond of union which should exist between the old and the young.

One of the great socializing forces is work. When people labor together they become more or less chummy. Young people who have worked in the same classes often develop common interests. Soldiers who have been together in the camps become "comrades." In the same way when people are working together for a common result there is established a bond that becomes strong. Here is where the country conditions offer great opportunities. The parents and the children usually work together for the same great end,—the improvement and betterment of the home. If the parents are wise and in some way take the children into their confidence or partnership and develop in them the desire to make the home the most beautiful and attractive spot possible, there will be formed a bond of union among the various members of the family that will do more than any other force toward building up the ideal home life. Where every member of the family feels responsible for some particular phase of the work to be done, there is developed in *all* the members a feeling of responsibility which enables them to bear life's burdens. The performance of these home duties in a spirit of helpfulness may be the beginning of that larger feeling of co-operation among members in society.

Not only is the country home the ideal place to train the young people for life's duties and responsibilities, and to develop a co-operative spirit, but it is also the ideal place to foster true culture. The country dweller is in continual contact with nature, and

"To him who in the love of nature holds  
Communion with her visible forms,  
She speaks a various language."

To the person who has the seeing eye, the hearing ear and the understanding heart, life in its various phases, always reveals some new lessons. Again, the person who lives in the country has fewer distractions than the city dweller, and if properly trained may continually accumulate those things which make for true culture. If a taste for the beautiful is developed it will appear in the farm architecture and landscape gardening. Though the home may be humble and void of any elaborate or-

namentation, yet buildings and grounds may be conveniently and tastily arranged. Shade trees, shrubbery, flower beds and lawn may in themselves be the product of the creative and artistic imagination. Books, papers and magazines are as available in the country as they are anywhere and are more likely to be read and discussed. With homes in which the love for the beautiful is continually displayed, homes in which good books are read, homes in which there is music and song, there will be developed a national life of a higher order, and with such homes it will be a comparatively easy task to establish social and civic centers, because the people have already been trained for such work.

Children learn largely by example. The attitude of parents has more to do with developing ideals in children than any other one factor. If the parents continually manifest interest in the things that are good, the children will naturally be drawn to the same things. If the parents show an interest in making the home attractive and beautiful, the children usually develop the same interest. If the parents show respect for schools and other institutions, the children will develop the same feeling of respect. Carelessness on the part of parents will usually develop carelessness on the part of children. In brief, what we wish to put before our readers is this: *The welfare of the nation is largely in the hands of the parents.*

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The following article appeared in *Wisconsin Horticulture* and it is here reprinted with the permission of the author, Mrs. L. H. Palmer of Baraboo. The committee found the article so full of good suggestions that it secured Mrs. Palmer's consent to incorporate it in this bulletin.

#### THE HOME SHOULD BE A SOCIAL CENTER

The question is frequently asked, "What place does the home-maker occupy in the economic world?"

There should be no attempt made to place a cash value on the influence of the home or home-maker. Home means something too sacred to come into the commercial world. It means mother, father and the children. It stands for all that is lovable or worth living for. It is all that binds the human race together.

The home-maker has a work to do, a holy service to render to the world that is far above a money value.

Every home should be a social center, where old and young can meet for a social hour, and children should be helped to feel that there is no place where they and their friends can have quite as good times as at home. If that spirit were fully lived up to, it would do more to close the saloon doors than all the political "isms" together. There is an atmosphere of refinement, a feeling of cordial fellowship, about a home function that is never present at a public entertainment, however well conducted.

The home affairs should be so managed that each individual understands that he is a part of the whole with specific duties and obligations; that the material and social life of the home depends on the willing co-operation of the members.

Parents should understand the necessity of training the children to willing obedience of the home rule. The home is a small republic in which all have an equal right to work, play and share what comes in the way of success, or the reverse, and as all know that "into each life some rain must fall", children should be taught to meet disappointment bravely and feel that they can do much to comfort those who are in trouble.

The family life should be so regulated that there will be stated times for work, study and social recreation. All holidays should be observed by having suitable entertainments and children should be taught the significance of the day, especially Christmas.

Much of the discontent and dislike of work among children could be avoided if parents would go cheerfully about their own duties. Don't expect children to be willing workers when they constantly hear older people complaining of the drudgery of work and wishing they might live without it, scrimping and denying themselves and their families many pleasures that they may accumulate money enough to go into town to live where there is something going on.

Suppose you get something started in the country. There is the best of material in the bright boys and girls around you who ought to be kept busy, and all they need is to be guided by someone with matured judgment who has not forgotten how to be young. Invite the neighbors to help plan the work so that

there will be time and opportunity for parties, picnics and literary meetings. Organize clubs for culture and social purposes and when club evening comes don't imagine you are too tired to go. Take part in the entertainment and let the young people see that the old folks are alive and intend to remain so.

There is nothing that will spur on the mental activity of the young like a literary contest in which old and young meet in friendly rivalry.

We are too much given to cultivating that tired feeling as we draw near life's meridian and beginning to think the new house with its fine furnishings is just a little too nice to give parties in and that there is no sense in the young people's wanting parties.

The home should be as fine as can be afforded but there should be nothing too good for family use. There should be an abundance of good reading, music and games that the home life may be such that in after years when the children look back to the dear old home, their sweetest memories will be of the quiet evenings spent with the family.

The home should radiate a feeling of good fellowship, that shall expand in ever-widening circles until it meets counter currents and so the community will be united in a harmonious whole to foster and keep alive the sentiment so beautifully expressed long years ago by the homeless, home-loving John Howard Paine in his immortal poem—

Home, home, sweet, sweet, home!  
Be it ever so humble,  
There's no place like home.

## II

### THE SCHOOL AS A SOCIAL AND CIVIC CENTER

"The common school, oh, let its light  
Shine through our country's story.  
Here lies her health, her wealth, her might;  
Here rests her future glory."

The great truth regarding the school is: "The school is a part of the home."

The children spend six hours of the day in the school room for eight or nine months of the year. During the seven or eight years that they attend the common school they spend a large part of their time in the school room. For this reason the school should first of all be made *home-like* in the best sense of the term. This is to be much desired in order that the conditions in many homes may, if possible, be bettered.

The first condition that we should be concerned about in the home is its sanitation. This should also be the first consideration for the school. Health is an absolute essential, not only to happiness but to efficiency. If we want our children to become happy and efficient men and women we must pay close attention to the sanitation of our home and school buildings. This point cannot be emphasized too strongly. Fresh air, pure water, cleanliness, proper light and uniform temperature are the great needs for the best physical development. A sound body directed by a sound mind spells success to the individual.

The moral influence of the school, like the moral influence of the home, is also a vital factor in the child's development. The moral "atmosphere" of the school room and the school grounds has a great deal to do with the formation of the proper attitude toward proper living on the part of the children in the community. It is just as important to the community that the school influences be right as that the home influence be right and one must help the other.

The school furnishes an unsurpassed opportunity for training children to respect public property. They should be taught



Figure 2. School house in Joint District No. 5, Town of Salem, Pierce County.  
The school is a part of the home.

(Courtesy of Supt. O. F. Mattson, Ellsworth, Wis.)

that all public property is provided and maintained by some form of taxation. The school building, school grounds and school equipment have all been furnished for the use of the children by the tax payers of the district. If the children are impressed with this truth, it will go a long ways toward giving them the proper attitude toward school property. This instruction can readily be extended to include all property of a public nature, which illustrates how the school can be made a vital force in training young people for citizenship.

Respect for public property is a large factor in moral training. When the pupils become imbued with the desire to keep public property in good condition, it leads them to look upon such property in a new light, and with the respect for property follows a desire to improve and keep it in proper condition. If this spirit were more generally impressed upon children we should have much less of the defacing of buildings and destruction of property that we see in many places. The only way to improve conditions morally is to create in the people a desire to have wholesome conditions and attractive surroundings. With the opportunity to create respect for property comes the opportunity in the school to create the desire for general, as well as personal, neatness and cleanliness. The money that is spent in keeping the school house clean and wholesome, and in keeping the yard attractive is well invested. The surroundings of the school are a strong influence in shaping character. The environment has to do with the formation of ideals. If we wish our community to improve in its social and civic life we can do it in no better way than by providing our children, during their growing years, with the proper surroundings and proper instruction.

The class work of the school room has also a civic value. When the pupils meet together from day to day and study the same lessons, there may be developed in them a certain cooperative spirit, which can be utilized for other purposes. When a subject is properly taught the class work is akin to the team work which is so valuable in athletics. There is a striving for mastery among the children and this has a healthy effect. In the upper classes especially the pupils may be assigned separate topics to be presented. By having the children work up these topics in-

dependently there is developed that ability of independent investigation which is of great value.

Some teachers have the faculty of managing the school in such a way that the children feel themselves largely responsible for its appearance. There are schools in which special committees are appointed among the children and these committees take great pride in attending to their respective duties. For instance, there is a committee whose duty it is to keep the library books in good condition. Another committee is held responsible for the appearance of the cloak room. A third committee has charge of the blackboards. This work is, of course, entirely voluntary but this very fact makes it of great value. When the school can be so managed that every pupil feels that he is a vital factor in its operation, and that the welfare and good name of the school depends upon his own activity, then that school is accomplishing much toward training for the social and civic duties of life. Schools have been visited in which the spirit of co-operation is everywhere manifest. All are busy with some work. In a school organized with this spirit, not only will the teacher be relieved of many of the mechanical duties, but these duties will be the means of developing in the children that spirit of independence and social service so essential for community progress.

Another phase of the school work that may be used as a means toward civic development is the teaching of current events. The instruction should be given in such a way that the child may see the application of principles to every day affairs. In geography, in history, in civics and in hygiene special attention should be given to those phases of the work that are of current interest. Through such instruction the child acquires a broader outlook and develops that sympathy which is necessary to intelligent citizenship. When a person becomes so wrapped up in his own little affairs that he loses interest in the greater movements of the world, he becomes narrow and in time will be out of sympathy with the great movements that make for general betterment. We must interest the children in the important civic movements of the age in order that later on they may intelligently further like movements. It is a pleasure to visit a school in which the pupils are wide awake and alive to the doings of the day.

In discussing the school as a social and civic center we must not overlook the playground. The value of the playground cannot well be overestimated; it may, indeed, be spoken of as a civic laboratory. Here the pupils of various abilities mingle and as a rule each one is recognized by and must stand upon his merits. Here he learns some of the fundamental lessons of citizenship. He must play fair and be obedient to the rules of the game. In many of the games he learns the importance of team work or co-operation. In fact the time that the child spends on the playground may be made of as great value to him from an educational standpoint as an equivalent amount of time spent in the school room. If the teacher can be with the children and direct them in their play, the value of this work is considerably increased. Organized play like organized work is superior to that which is carried on without any attempt at organization. It gives training in efficiency. While the teacher should not be an autocrat on the play ground, yet he can do much to make the time spent there of genuine value to the children by suggesting certain activities which the children themselves would not think of and by emphasizing the results that come from proper organization and leadership.

It should be remembered also that play is a great preventive of wrong-doing. When the children's minds are occupied with an interesting game there is little temptation for them to do things that are not right. Judged from this standpoint the activities of the playground become an important factor in school management. The school and the home should both concern themselves with furnishing proper healthy recreation for the young people in order to relieve the monotony which is likely to come about through continuous work. Healthful play has a "toning up effect". In order to do the work of life in the best possible way it is necessary that we have periods of recreation interspersed with our periods of work. The intermissions in school should be in a measure the type of recreational periods which we should take from time to time throughout our lives. Like the healthy recess a healthy vacation should be a change of occupation or activity, rather than merely a cessation from labor.

In conclusion we desire to emphasize the important place the school occupies in helping the home train the children to meet



Figure 3. Union Closing Day exercises in Districts No. 3 and 7, Little Grant.  
The playground is a civic laboratory.

(Courtesy of Supt. J. C. Brockert, Lancaster, Wis.)

life's responsibilities. It is especially the duty of the school to teach thoroughly the great fundamental working subjects of the curriculum,—language, reading, spelling, etc. The school must give the child power to get thought from books and must develop in him a taste for good reading and a desire to increase his fund of knowledge if he is to reach the highest usefulness. In addition to these functions, the school should also utilize its opportunity to train the children, who come from various homes, to live together in such a way as to co-operate in promoting the best community interests. It can do this by teaching the children to respect public property, to respect one another, to respect their elders, and by instilling ideals of friendship and unselfishness.

NOTE. The home training bulletins by W. A. McKeever, Manhattan, Kansas, contain some excellent suggestions regarding the topics discussed in Sections I and II. These bulletins are enumerated in Appendix C.

Supt. L. R. Alderman's pamphlet on School Credit for Home Work also discusses these fundamental problems. See Appendix A.



Figure 4. Last log schoolhouse in Pierce County, District No. 5, Town of El Paso. A new school house was built in 1908. (Courtesy of Supt. O. F. Mattson, Ellsworth.)

### III

## THE CO-OPERATION BETWEEN THE HOME AND THE SCHOOL, WITH SPECIAL REFERENCE TO THE ADAPTATION OF THE SCHOOL WORK TO THE INDUSTRIAL, SOCIAL AND CIVIC NEEDS OF THE COMMUNITY

### SCHOOL CREDIT FOR HOME WORK

The teacher should constantly keep in mind that the school cannot give a complete education. The school is but one great factor in the development of the child. Even with the introduction of the so-called vocational subjects, the education that the school can give will be incomplete. It is in the home that the world's work is being done and as soon as possible the child should be encouraged to take part in the home activities. In this connection we desire to call attention to the plan which has been tried in Oregon and Kansas and also in some parts of Wisconsin, of giving school credits for the performance of home duties. This brings the home and school close together. It may not be possible to work out an extended system along this line but the great underlying principle should ever be kept in mind. In connection with the other work of the school the teacher should ever keep in mind the child's home and endeavor to instill in him a desire to be a factor in making that home the best possible. The child should be made to feel that when he is helping the parent he is doing something that is equally as fundamental to his education as the work that he does in the school. To train the child to work and to give him a desire to take part in the work of the home is one of the great needs of the present day. (See also Appendix A.)

### THE HOME MUST STAND BACK OF THE SCHOOL.

The parents must look upon the school as an institution that exists largely for the purpose of helping them in their all-important work,—training children. In order that the school

may contribute effectively toward this end it is necessary that the parent shall give the necessary co-operation. The child should be given to understand that when he is in the school the teacher is his authority. At the same time the teacher should also realize that he is more than an instructor, more than a disciplinarian; that he is *in loco parentis*; that is, for the time being he takes the place of the parent. The child's health and moral welfare should receive the teacher's consideration just as much as his intellectual development.

If the parents would everywhere co-operate with the teachers and in every way possible study the needs and conditions in the school these two institutions could accomplish wonderful results.

### THE TEACHING OF THE REGULAR SCHOOL SUBJECTS

NOTE. It should be understood that the following suggestions have been gathered from many sources. No one teacher could be expected to act upon all of them. One suggestion may fit one school while another suggestion may fit another. The teacher should read this section very carefully and select such portions as may be utilized in his particular school or community. *Do not try to do everything.*

#### 1. ARITHMETIC

The farm problems should be made the basis for the arithmetic work. The children should take actual measurements and from these compute areas, contents, etc. Let the pupils measure areas, bins, granaries, hay stacks and silos. Give them practice in estimating. After an estimate has been made the actual contents may be computed. Estimate acres in the garden, the orchard and the pasture, then find the exact areas. Compute the amount and the cost of the plastering and painting for real buildings and rooms. Find amount of real bills and teach a simple form of keeping accounts. In this way the children will be taught, not only arithmetic, but incidentally they will acquire much useful information that is absolutely necessary in order to work out the ordinary every-day problems of life. This information will also do much to develop in the children that faculty known as "common sense." The problems given

in Jessie Field's "Corn Lady" are suggestive. Original problems must, however, be made in each school.

NOTE. When this work is introduced the teacher should not forget the importance of dwelling upon the mechanical side of arithmetic so that skill may be developed in handling the four fundamental operations. Nothing can take the place of the daily drill.

## 2. LANGUAGE

### (a) Letter Writing

Teach various letter forms as called for by the Course of Study. Then give credit for letters written at home for the parents, ordering supplies, garden seeds, rendering bills, ordering papers, magazines, etc. If necessary, the children may bring the data to school and write these letters under the teacher's direction.

### (b) Composition

The compositions that the pupils write in school should be related to the home experiences of the children as well as to the regular subjects of the school work. Topics like bread making, corn testing, the making of a certain garment, the raising of a certain crop, etc., may be used as subjects for the written work in the language classes. Likewise practical topics in hygiene and civics will furnish excellent material for some of the written work.

## 3. CIVICS

Use should be made of current events. Teach primary election, general election, the town meeting, the court session, etc., when these subjects are of interest in the community. Teach the process of naturalization and the general outline of procedure when persons are applying for citizenship. Encourage pupils to discuss current events in the home. New laws that are enacted from time to time dealing with important community interests should be taken up in the school and discussed.

It is a good plan to organize a literary society in the school. In some schools these societies meet on Friday afternoons after recess. At these meetings the fundamental principles of parliamentary practice may be taught so that the children may have

some knowledge of the plan of conducting a public meeting. It is well in these societies to have the children study the events referred to above.

NOTE. We should not lose sight of the fact that when the children are doing this work it is a training in language and the other branches as well as in civics. In our country schools where we are crowded for time we should make use of all available opportunities for the training of children in the fundamental things.

#### 4. HYGIENE

Few subjects offer a greater opportunity to relate the work of the school to the life of the home than hygiene. The teacher is referred to the outline given in the Common School Manual. Special attention is called to pages 266-267. As stated in Section II of this bulletin the school itself should be a home and the teacher and pupils should try to make school life an example of what home life may be. The cleanliness of the room, the ventilation, regulation of the temperature, the proper position of pupils while sitting or standing, the proper arrangement of the desks, etc., are matters which should be kept constantly in mind by both teacher and pupils. In some schools the pupils and teacher have gone so far as to make a contract with the board to do the janitor work including scrubbing the floor and washing the windows. In schools where there are pupils able to do this work the practice is a good one.

Most of the school libraries contain books on the subject of hygiene and sanitation. A partial list of these books is given in section 442 of the Manual. These should be utilized in connection with the regular classes in hygiene, reading and language. Children should also be encouraged to take these books home so that they may be incidentally read by the older members of the family. Topics relating to public health, contagious diseases, quarantine, and prevention of accidents may be taken up for general exercises, and may also be used for written work.

In many instances the school may be the means of improving the personal habits of the children in their homes. Suggestions from the teacher have been the means of getting the children to sleep with open windows. Campaigns for the care of the teeth have been inaugurated in some portions of the state.

The abolition of the common drinking cup in schools and public places has been an object-lesson in hygiene. The legislature of 1913 enacted a law (Chapter 274, Laws of 1913) making it unlawful to sweep public buildings (including schools) unless the floor is first sprinkled with water, moist saw-dust or other substance so as to prevent raising dust. The same legislature also enacted a law providing that "it shall be the duty of each teacher in a public school in the state of Wisconsin to devote not less than thirty minutes in each month during which such school is in session, to instructing the pupils as to ways and means of preventing accidents" (Chapter 218, Laws of 1913). Such laws should be taken up by the teacher in school and the reasons for their enactment should be given. By thus enlightening the pupils regarding their civic duties the school will do much to relate its work to community life.

The proper preparation of food constitutes another topic that may be profitably discussed in an elementary way in the common schools. Not only will some useful knowledge be imparted but a better attitude toward that kind of work will result. In this connection we refer to section 458 of the Common School Manual and to the back part of the Township Library List, where several free publications on this subject are listed.

Suggestions for teaching the effects of alcoholic drinks and tobacco upon children are given in the Common School Manual. We cannot over-estimate the influence that the school may have in establishing higher standards for living. Some of the statutes relating to this subject are given in the Manual and the teacher will do well to bring them to the attention of the pupils. (See pages 275-276.)

The care of the outbuildings is also an important part of this phase of the subject. These buildings should be kept clean in every way and no marks should be allowed. If the children could be trained in the home and the school to take a pride in keeping such buildings in neat condition, a great deal would be done toward eliminating the obscene writing that we find in many of the public outbuildings.

## 5. GEOGRAPHY

The following suggestions were prepared some time ago for the use of teachers in four of the Wisconsin counties, where certain work was carried on as an experiment. The results obtained in these counties were so good that we determined to give some suggestions here in order that this work may be taken up more generally throughout the state.

The Manual lays great stress upon local geography. The success of the work done in the subject of geography depends largely upon the foundation that is laid in the study of the locality. It is suggested that you read carefully what the Manual has to say on this subject.

Local geography is not a subject that can be studied or taught through books. It is exactly what the term implies,—a study of the community.

The work done in any one school will therefore be different from that done in other schools. The teacher is often confronted with the difficulties arising from being in a community with which she is not herself acquainted. To teach local geography properly, it is absolutely necessary that the teacher become acquainted with the local conditions. To help teachers in this work the following suggestions are given.

1. Make a map of the school district. Work this out with your pupils. If there is an atlas or a county map at hand it will be of help to you, but do *not* simply copy your school map from this ready-made map. Take up the work something like this: Make a drawing on the board of the farm that lies nearest your school. On this farm draw the road, if any, and locate any other objects that you wish, such as the home. With this farm as a nucleus you can add day by day other farms, until finally you have the whole district. Do not go too fast in doing this work. Even though you may be perfectly acquainted with the whole district, it will be better for you to have the pupils contribute information which they may have, or which they may get from their homes. Let them find out from their parents how many acres in certain farms. As this information is brought in by the various pupils add it to the map. This map will then be a result of the pupils' own work and investigation, and they

will look upon it as their product. If possible, have a part of the blackboard set aside for this school district map. As you have opportunity to talk with the various patrons of the district, and the members of the school board, find out for yourself the facts regarding the various farms, and explain to your patrons what you are trying to do. Again observe the caution: Do not hurry this matter. Make it grow slowly.

As this work progresses there is an opportunity to introduce another practical phase of school work, viz: the description of land. There is a certain part of arithmetic which is given to this subject. Every pupil who finishes the common school should be able to describe divisions of land. Teach your pupils what a range, a town, a section, a quarter, an acre is, and with the map of the local district before you, teach them to describe the different forties, and ten- and twenty-acre tracts, in your school district. If the children learn to do this work thoroughly, the parents will likely become interested in this special work that you are doing.

Making this map may be the work of as many pupils as you can get to take part. Most of the work will undoubtedly be done by pupils in the upper form, although there is no reason why the middle form pupils should not be interested. You may do it in connection with your language work, geography work, or arithmetic work, depending upon the particular thing you are studying.

Every pupil may be required, upon completing the course of study, to bring to the examination a copy of a map of his school district, showing the following data:

District boundaries, town line, if any; section lines, number of sections, roads, villages and railroads, if any; location of homes; location of school house; location of churches; the residences of the officers of the school board; the residences of any other officers that may be residing in the school district, etc. This map should be ordered drawn to a definite scale, say two inches to the mile. For this map properly made and certified to by the teacher, the pupil may receive credit of a certain number of points on his geography examination.

2. After this map has been worked out by the pupils under your guidance, every pupil in the upper form and possibly some in the middle form, should make copies of their own. A large

map might possibly be made on manila paper and placed on the wall of the school room and used in various exercises, such as the following: Point to the places in our school district where we find woods. What kind of trees have you found in Mr. B.'s woodland? What kind of trees grow on Mr. D's land? What kind of soil do we find on Mr. F.'s forty? Where are rabbits found? squirrels? partridges? frogs? Why? Point to the northwest quarter of the southeast quarter of section ——. Who owns this piece of land? Locate on the map the stone quarry. Trace the route of the mail carrier. How many farms in the district raised oats last summer? For what are oats used? Is there any alfalfa raised in the school district? If not, has any one tried to raise it? Are there any farms in the district raising Guernseys, Jerseys, etc.? What varieties of apples are raised in the neighborhood? Why?

#### 6. LOCAL HISTORY

The history of the school district is an exceedingly interesting topic. As a rule, however, it cannot be taken up until the teacher has been in the district for some time and becomes somewhat acquainted with the people. It is suggested that the teacher read Sections 321 and 500 of the Manual for suggestions. The following are some of the questions that may be asked by the teacher for the children to ask at their homes. Who were some of the first settlers in this community? When did they come? Where did they settle? What was the condition of the country at that time? Where was the first clearing made? What kind of buildings did the first settlers erect? Are any of these old buildings still standing? Where was the first school house built? What kind of a building was it? Is it still in existence? The first churches, etc? Are there any soldiers in the district? Who? In what war did they take part? Were they in any battles? If so, where? Were any of them wounded? From what country or state did the people in this community come? Name the various countries or states represented, such as Germany, Ireland, Norway, New England, New York State, etc. Here again the pupils may make another map, and on it indicate by different marks or colors the various nationalities that make up the school district. In this case all that should be required is the ancestry of the family.

The following letter was received from Miss Eleanor Weisman of Windsor, Wisconsin, and is here published as a suggestion for others who wish to take up this work:

"The following is a report of our Pioneer History contests:

"My school was centrally located and the five surrounding schools were asked to take part. We obtained our information from resident pioneers and secured the names of living pioneers who had at one time resided in the community. We found facts of great interest as far back as 1838.

"My pupils followed the outline on local History as given in the Manual. A great deal of the work had been used during the year for language classes.

"On the afternoon of the contest which was held at my school, old settlers from far and near arrived and spent a happy afternoon.

"We have one store in the community and it was interesting to note that for some time, the men who congregated there evenings, dropped their usual subject and discussed our work on Local History that was being done at school.

"In that way we also gleaned a great deal of information. The two best compositions were printed in two local papers."

## 7. HISTORY LITERATURE.

Space prevents us from entering into a full discussion of the various subjects taught in the school to show how they can be related to home interests. Every branch should be taken up largely from the standpoint of enabling the child to bring his energies to bear upon the improvement of the home. We should remember that the habit of reading and the taste for the proper kind of reading have much to do with the building up of the right spirit in the home. History and literature should not be taught simply with the idea of imparting a minimum amount of knowledge. It should be the desire of the teacher rather to *cultivate a taste for reading* so that when the child leaves school he will continue to grow in the ability to enjoy historical and literary books. The mistake is often made of trying to get the child in school to learn lessons that are beyond his ability. If more time were spent on the subject-matter dealing with the personal side of history and literature the result would be that the people would enjoy reading books and magazines of a higher order.

It is well for the teacher to determine why certain subjects or parts of subjects should be taught. If the teacher has reasons for the teaching of certain subject-matter the work becomes much more important, both in her own mind and in the mind of the pupil. Once convinced that certain knowledge is useful and

necessary the pupil will bend his energies toward acquiring such knowledge.

## 8. AGRICULTURE.

Agriculture is one of the subjects required by our Course of Study. Not only are there many things in this subject which should be brought to the children's attention in the regular agriculture class, but many interesting facts may be used as material for the other classes, especially language work. In school we should relate the class work as much as possible to the child's experiences. In the country the child is in the midst of nature. He should therefore be taught to observe, and to use his observations as a basis for much of his work in language and the other exercises in school.

The subject of agriculture with some suggestions in nature study is outlined in the Manual of the Elementary Course of Study. If these suggestions are followed, much will be done to connect the interests of the home with the school, give the pupil and teacher a common interest, and attract and keep the older pupils in school.

The topics as outlined for agriculture in the Manual are: Corn, dairying, the silo, grains, farm animals, poultry, insects, birds, etc. These topics are all well outlined and offer an attractive field for the teacher.

### (a) THE STUDY OF WEEDS

The study of weeds gives an opportunity for some good practical work. After studying the various kinds of weeds and methods of exterminating them, one teacher organized a "Weed Club." Each member chose one noxious weed, studied methods of exterminating it and promised to wage war against it as a bitter enemy. On the way to and from school each child uprooted the weed he had chosen, aiming to destroy at least one a day. Once a week reports were given as to the progress made. Interest was aroused in the homes as well as in the school and much good done. (See p. 261, Common School Manual.)

The following circular letter prepared to be read to the pupils in each district outlines a plan for a club:

"Dear Boys and Girls:—

How would you like to have the boys and girls of the country organize into two clubs, one for the boys and one for the girls? We would

organize the boys into the "Country Boys' Farm Club," and the girls into the 'Girls' Home Club.' The aim of the boy's club would be 'Better Farms' and the girls' 'Better Homes.'

"Boys and girls of school age, that is, from four to twenty, may belong, and we will have an especially planned button-badger.

"For the boys' club, our special work this year will be 'Corn Growing' and 'Weed Extermination.' Next year we will add 'Testing the Milk of the Home Cows,' and another year take up some other line. The corn contest you know about, because so many of you have already taken part, but the weed extermination is new this year. There will be two lines of work for each. Under 'Corn Growing' you study how to judge corn, and to select good seed corn; then you select or help your father select the seed corn for next year, make racks for curing it, and later test to see how much will grow. Under 'Weed Extermination' you learn the names of all the noxious weeds you can find and how to kill them; then you select a small patch of one kind of weed and destroy them.

"Don't you see now what our motto 'Better Farms' will mean, and we will owe much of it to you boys. WILL YOU HELP?

"Now for the girls' club our special work this year will be sewing and mending. The older girls will make practical things that they can wear, the smallest ones will learn on Dolly's clothes, but all will be working for 'Better Homes.' Proud and happy should be the girl who comes to school wearing some garment she has made herself. WILL YOU JOIN?

"And for boys and girls there will be some special prizes at the Fair next year and also some prizes at a Farmers' Institute to be held this winter and you will also receive extra credit in agriculture when you write for a diploma.

"But above all and first of all, we will be working for 'Better Farms' and 'Better Homes.'

"If you will join, your teacher will give you enrollment blanks, and you may elect your vice-president from among your members.

"Your badges will be sent later.

Very sincerely yours."

## (b) THE STUDY OF BIRDS

The value of bird study, both from an economic and an aesthetic standpoint, needs not to be dwelt upon here. Much has been done during the past decade to interest people in this subject. The publication of the Arbor and Bird Day Annual has done much to disseminate useful knowledge. The attention is called also to the excellent article on birds in the Common School Manual prepared by Prof. I. N. Mitchell. (See pp. 248-258, Manual.)

This study can be taken up in an interesting and regular way in connection with other work of the school. The teacher should try to fix in the children the habit of observation so that they will learn things about birds at first hand. The reading of literature regarding birds and their economic values should grow out of their own observation.

Clubs for the study of birds may be organized after the plan given above for the study of weeds. In many localities branches of the Audubon Society have been organized. Teachers who are interested in the work of the Audubon Society can get information regarding this work by writing to the secretary, Roland Kremer, Madison, Wis.

NOTE. Clubs may be organized among the children of the county for the study of any particular field of nature. In like manner clubs may be organized for the purpose of growing certain crops, as corn, oats, and alfalfa.

The general advantages that may be expected from the inauguration of boys' and girls' club work have been demonstrated by abundant experience in clubs aggregating probably more than 200,000 members. They have been summarized as follows by F. W. Howe:

"First. Individually the members of such clubs have been led to observe more closely, to recognize good and bad qualities in the products they have grown, and in the insects, fungi, and other various conditions affecting their work; they have met and learned to solve some problems in the improvement of plants, fruits, animals, and housework; they have learned that improvement in one direction is not always, or even usually, accompanied by improvement in all directions; they have learned something of the value of labor; the cost of production and the keeping of simple accounts with different farm and household affairs; they have been encouraged to read good literature and have learned some of the sources of good agricultural literature; their views have broadened by the contact with others and by visiting institutions of learning, highly developed farms, and other places of interest; and, finally, the power of taking the initiative has in many cases been strongly developed in them as individual and responsible members of the community.

"Second. Collectively they have learned the value of organized effort, of co-operation, and of compromise; and the social instinct has been developed in them—a matter of great importance in rural districts where the isolated condition of the people has long been a great hindrance to progress.

"Third. The influence upon the communities at large, the parents as well as the children, has been wholesome. Beginning with an awakened interest in one thing—better seed corn, for example—communities have rapidly extended their interest to other features of rural improvement, with the result that in the regions affected by the agricultural-club movement there has come about a general upward trend in the thoughts and activities of the people.

"Fourth. These club activities have in many instances exercised a very stimulating, if not a 'redirecting' influence upon the ordinary work of rural schools and teachers.

"Fifth. The knowledge gained from the work of these clubs has demonstrated that the natural love of competition among boys and girls (as well as their elders) can be utilized to immense advantage in furthering their own education for efficiency."

Detailed plans for the organization of junior agricultural clubs in connection with the public schools can be had in Farmers' Bulletin 385, U. S. Department of Agriculture.

(c) SPECIAL BULLETINS

A special effort should be made to make the children familiar with the bulletins published by the United States Department of Agriculture, the College of Agriculture at Madison, and other colleges. Have the pupils write for copies for themselves. Circulars 8 and 18, issued by the Wisconsin Experiment Station, are used in many counties for the work on corn judging. Outlines for the work are sent to each teacher. The pupils do the field work, selecting the seed corn themselves; make corn racks as described in the circulars at home and at school; make corn testers in the spring and offer to test corn for the farmers. The pupils may be given credit on diploma examinations for this practical work.

NOTE. The teachers may obtain a list of available Wisconsin publications from the College of Agriculture, Madison, Wis. A list of both state and federal agricultural bulletins will be found in the back part of the Township Library List.

Several superintendents have a Babcock tester in the office and loan it to the schools. Many schools own their own testers. Tests are made of the milk of several cows, these tests covering a period of from one to three months.

In some of the schools the introduction of such work as the testing of milk may be the means of holding the older pupils, especially the boys, in school longer. Work of this kind, if it is properly done, will appeal to them, as they can see a direct relation between the work they are doing in the school and the work that they may be doing in the home.

If the school owns a tester it may be loaned to the farmers, or samples of milk may be brought in to be tested.

NOTE. Especial care should be taken in handling this machine. If a tester is purchased it is well to get one that is well constructed. The enclosed tester is best for schools. It stands to reason, of course, that the teacher must know how to operate the machine before one is purchased by the district. In some cases where the tester is not owned by the district the larger children may be taken to a near by factory to see one in operation.

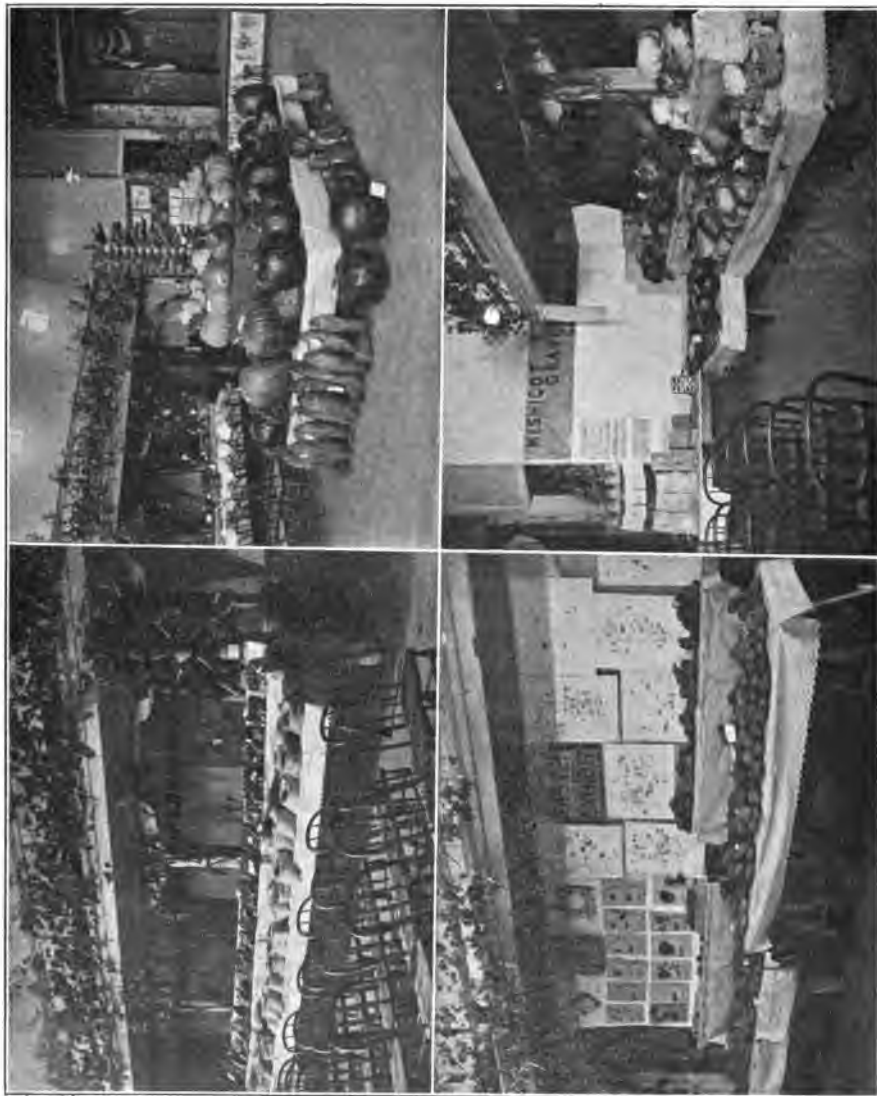


Figure 5. Agricultural school exhibit, Mishicot, Manitowoc County, Wisconsin. Ten schools participated in the exhibit. (Courtesy of Supt. C. W. Meisner, Manitowoc, Wis.)

## (e) HOME GARDENS AND AGRICULTURAL FAIRS

In a few localities school gardens may be carried on with success. This is especially true in villages and cities where vacant lots may be secured or where the school grounds are sufficiently large. In such places also it is usually possible to get pupils to take care of the school gardens during the summer. In most country districts, however, the school garden is not feasible. Besides, there is an opportunity to have something that is better and much more satisfactory, namely: the home garden. Parents should be encouraged to give their children a small piece of land at home on which to raise certain products. In this way the children will not be taken away from their homes when they work in the gardens and besides they can get many valuable suggestions from their parents. An added advantage is that the children acquire the habit of working at home.

An excellent climax to this work is to have a district school fair in the fall. The children bring to the school the best that they have raised during the summer and these products are tastily arranged in an agricultural exhibit. The value of such an exhibit cannot be overestimated. In some localities several schools have joined together for the purpose of holding this agricultural fair. Few things do more to establish the proper relation between the school and the home.

## (f) AGRICULTURAL PAPERS

Every school should have some current literature coming directly to the school room. Many schools are receiving copies of agricultural papers from a portion of the funds reserved for library books. In some schools additional papers are subscribed for by the pupils through voluntary contributions. It certainly seems reasonable that no school should be without one good farm paper and some easily read periodical dealing with current events.

## (g) HELP TO BE OBTAINED FROM THE AGRICULTURAL COLLEGE

The pupils of the state should be made acquainted with the fact that they can get much helpful information from the Wisconsin College of Agriculture. If they find some weeds that

they are unable to identify, samples may be sent to the College. The names of the weeds will then be reported back to the questioner. Likewise samples of soil may be sent to the College to ascertain certain qualities. It is well for the teacher to have the pupils write letters to the College of Agriculture direct and in this way get them into the habit of securing this information themselves.

### INDUSTRIAL WORK

#### (a) *Sewing*

In some counties considerable progress has been made in the introduction of simple sewing into the country schools. The mistake should not be made of introducing this work too abruptly, but teachers should, if possible, bring it in gradually. The prime purpose of the work would always be kept in mind, namely: *To get the child interested in doing things at home.* A few simple fundamental things may be taught in the school, after which the children should be encouraged to apply their knowledge in the home. We should keep in mind that the great value of this work in the school is to create the proper attitude toward the work itself. In some schools materials for mending have been brought from the home and in this way the children have become interested in helping their parents. Space forbids us to enter fully into a discussion of this subject and all we can do is to give a few suggestive hints.

#### (b) *Manual Work*

In some schools much has been done to establish excellent relations between the home and the school by getting the children to use the common carpenter's tools. A work bench and a few tools may be provided. Perhaps the children can make the bench. In some instances they have been secured by subscription; in some cases some program or sociable has been given, while in still other instances the school board or some individual has provided the outfit. Little things that are needed around the home may be made in the school during recess. Pupils often bring articles from the home that need to be mended. In some schools the children have been taught to tie the different kinds

of knots in ropes and to make rope halters. In all this work much depends upon the ingenuity and common sense of the teacher. If something can be taught that is going to be of real value to the children in the home the teacher will do much to establish the proper relations between the school and the home.

### THE WORK IN HIGH SCHOOLS

Not only should the work of the school be related to the home, during the period that the child is attending the elementary school, but the same principle should be observed in the high school courses. The day is past when the sole function of the high school is to prepare for college. We are beginning to realize more and more that the true function of the high school, as well as of the elementary school, is to prepare the young people to live so that life may be worth while.

Many of the high schools are getting out of the traditional rut by introducing into their courses such subjects as will prepare the young people for life's duties and responsibilities. Among these subjects are agriculture, domestic science and manual training. It is not only in these so-called vocational subjects, however, that the school may aid the home, but even the academic subjects may be taught in such a way that the student will be prepared to perform his life work more efficiently.

Much of the work done in the ordinary high school is "above the heads" of the students. The teacher teaches the subject about the same way that it was taught to him by the college professor. This is especially true in history and literature. The result is that these two subjects, instead of being the cultural subjects that they should be, often have no cultural value. In teaching these and other subjects the high school teacher should continually keep in mind the *mental development* of the student and let this development, rather than the subject-matter itself, determine the teaching.

It is suggested that the work in English in the high school, instead of being limited to the traditional outlines laid down by the college, should include such material as will train the student to appreciate the literature of the day. The intelligent use of the newspaper, the magazine, the bulletin, the reference book,

etc., are as truly work in English as the study of some of the old classics. In science great stress should be laid upon the application of general principles to the common things in life. The science course should be so administered that the observation and reasoning faculties of the student are developed by the study. To accomplish this the teacher must be familiar with the common things in the world around him and constantly bring these in to illustrate the principles taught in the school room.

In teaching the vocational subjects referred to above it is also necessary to relate the work of the school to the home. Even manual training and domestic science may be so taught that they have little value in making the child useful to the parents. In some schools the practice has been introduced of having the children bring to the school things that need mending or material for making simple things for the home or farm. This practice is highly commendable, as it reveals to the student the purpose of some of the training obtained in the school.

In country communities the high schools should especially relate their work to the home. The work in the science classes may be so conducted that it will show clearly the value of scientific knowledge when properly applied in bringing about the best results. In the study of botany those plants or types of plants that are of economic importance to the people of the community should be studied rather than plants, no matter how interesting, that have scientific value only. In this study the teacher should not forget that the work of the schoolroom may be greatly improved if the student is at the same time carrying on some work in the home to which the work of the school can be related. It is well, therefore, to take the classes for trips or visits to places where the students may observe at first hand. In figure 6 we find such a high school class (Shiocton High School) at one of the neighboring homesteads, studying horses.

The practice of having each of the students of the high school work a piece of land at home during the summer and report on this work in the fall cannot be too highly commended. Not only does this practice develop in the young people the habit of work but it shows them what results can be obtained when the work is accomplished by careful thought and planning with

an object in view. The work that they do during the summer can also be used as data for the school work the following year. In some schools farms have been managed in connection with the work in agriculture. The accompanying illustrations, figures 7 and 8, show what has been done in connection with the high school work at Ellsworth, Pierce County, Wisconsin.

In another part of this bulletin (p. 34) reference has been made to agricultural fairs. In that connection the elementary school was the one considered. This same idea may be well



Figure 6. A class of high school students studying horses. Shiocton High School. (Courtesy of Prin. F. A. Maas, Shiocton, Wis.)

incorporated in connection with the high school. Where the high school students do work during the year, either on their own farms or at the school, an exhibit may profitably be made in the fall of the products that have been raised. This was done in the union high school at Livingston last year. (See Figure 15, p. 97.)

Reference has been made in another place (see page 21) to the practice of giving school credit for home work. We can see no valid reason why this practice should not be carried on in the high school as well as in the grades. If a boy or a girl does a piece of work creditably in the home while attending the school, this work certainly should be recognized as a part of that person's education. In the high school at Waupaca, Wisconsin,



Figure 7. The High School farm, Ellsworth, Pierce County, Wis. (Courtesy of Supt. C. F. Mattson.)

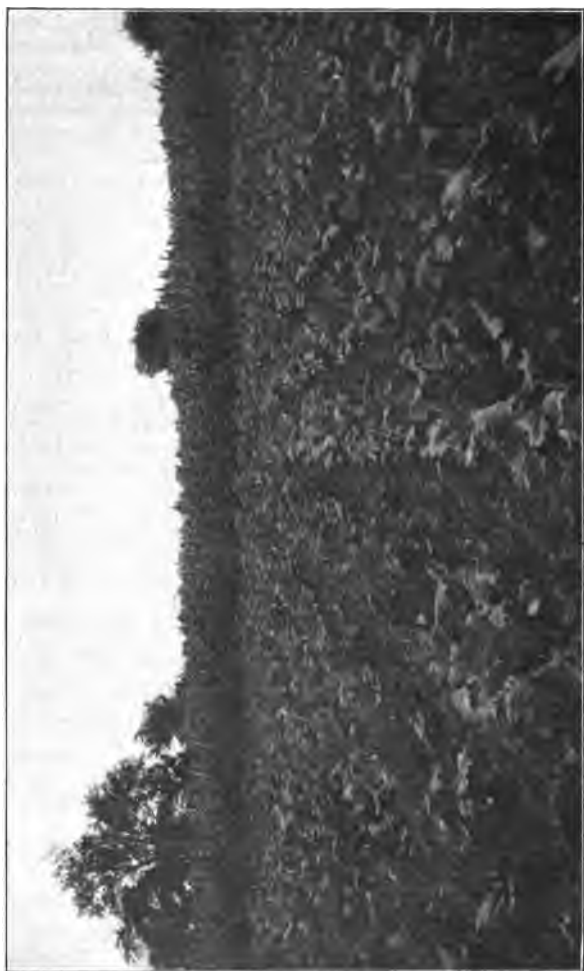


Figure 8. The High School farm, Ellsworth.

Prin. E. H. Miles has introduced the practice of giving one unit credit toward graduation for certain duties performed in the home. We quote the following from a letter received from Mr. Miles:

"We require 16 units for graduation from the high school. Fifteen of these must be regular school work, one may be outside work. A brief sketch of the work done by some of the pupils may be of interest to you:

"Two girls who live in the country are keeping house here in town. They get one-half unit each for keeping the house in order and ready for inspection during the year along with serving a lunch, each dish being prepared by the girls.

"One girl gets a unit credit in music. She has been taking lessons for five years and plays the piano especially well. She plays for chorus practice, at school entertainments and gives a lecture recital at commencement time.

"Many of the seniors of last year got one-half unit credit for making all underclothes for commencement. Some got an extra half unit for making their commencement dresses.

"One girl got credit for singing. She has taken many lessons and sings for us whenever called upon.

"A boy made a careful study of the gasoline engine. His father had one with which he ran a threshing machine. The boy was interested and got the theoretical and practical sides both well developed.

"One boy plans on being a horseman. He gets one-half unit for caring for a race horse and keeping barn in good shape.

"A girl is working her way through school and gets credit for the work done. The lady with whom she stays reports upon her work.

"One girl gets credit for work in photography, a stamp collection and painting.

"Several pupils get credit for raising potatoes according to directions given them by the teacher in agriculture.

"One boy gets credit for electrical work. He reads and tests meters, does line work and house wiring.

"Another boy is working in the meat market. He delivers after school and on Saturdays. He is to be able to kill a hog or beef and cut up each. He keeps an account of money earned and spent.

"One boy works in a jewelry store after school and on Saturdays. He sells papers and has a bank account. He made \$160 last year, purchased all of his own clothes, etc., for \$60 and banked \$100.

"Another cares for chickens and is to raise 25 chickens the coming summer.

"As a rule we give credit for work along the line of the pupil's hobby and then insists that he become well informed along his line."

It is not the purpose here to treat this subject exhaustively, but merely to point out the possibilities. When boys and girls arrive at high school age it is exceedingly important that they should be initiated into the active duties of life in some way. This is vital, first of all, because it helps to give the person the right attitude toward life; but it has also an added value in that it shows the person the value of an education and in this way the school course will accomplish much more for the student than if he simply went through it without any definite idea as to the application to be made of the knowledge he gains.

## IV.

## THE SCHOOL HOUSE AS A MEETING PLACE FOR THE COMMUNITY

The school house should be looked upon as the educational and recreational gathering place for the people of the community; first, because the building is used by the children while they are securing the rudiments of an education, and second, because it is a convenient and common point about which the largest interests of the community center.

In the past the school house has been used largely for school purposes only, but in many localities it has also been used as a social and recreational meeting place. It is largely to emphasize the worth of the second function that this bulletin is prepared. The people must not forget that the school house belongs to them; that it is a building in which all have an interest, and that they should use it for any purpose that will benefit the community.

In order that the building and other school property may be properly cared for, the people of the district elect a school board consisting of three members,—director, treasurer and clerk. This school board is the trustee of all school property and it is in order that we should consider the legal right of the people to use the school house as a meeting place.

The question is, "Can the school house be lawfully used for gatherings of various kinds?" The statute on this subject is as follows:

"Section 435. The board shall have the care and keeping of the school house, books, apparatus and other property of the district, except that especially confided by law to the clerk, and before each annual meeting they shall make and deposit with the clerk of the district an inventory thereof; keep the school house in good condition and repair, and provide all necessary appendages during the time a school shall be taught therein. They may grant the request of any responsible inhabitant of the district to occupy the school house for such public meetings as will, in the judgment of the board, aid in disseminating intelligence and promoting good morals; any such licensee shall be answerable, and if there be no responsible licensee the members of the board shall be personally liable to the district for any injury done to any property and for any expense incurred by, at or in consequence of any

such use of the school house. They may grant the use of the school house for the holding of lectures, entertainments and school exercises, provided they are held under the auspices of the school authorities, and are for the benefit of the school, and may permit the charging of an admission fee thereto." Chapter 270, Laws of 1907.

It will be seen from the above statute that the care of the school house is entirely in the hands of the school board. If anyone desires to use the school house for any purpose whatever he must get permission from the board. It is also for the board to decide whether the proposed meeting will "aid in disseminating intelligence and promoting good morals." Whenever meetings are held in the school house, care must be taken that the schoolroom is put into proper condition for the regular school purposes. The *primary* purpose of the school house must always be kept in mind.

The above law has special reference to the use of the school house by outsiders. When the school house is used by the pupils themselves for programs we should consider such use as part of the regular school work. When the children give a public program they are being trained in public speaking and this may be looked upon as an important part of their regular work. It would be an exhibition of narrowness on the part of the school board or of the people to refuse the use of the school house to their own children.

In 1911 a law on this subject was added to the statutes and has just been amended by Chapter 123, Laws of 1913, to read as follows:

"Section 435d. 1. Upon application of not less than one-half of the voters residing in the district, the school board or other body having charge of school houses or other public buildings or grounds, which are capable of being more widely used as public meeting places for non-partisan gatherings of citizens, for the presentation and discussion of public questions or for other civic, social or recreational activities, shall allow the use of such buildings or grounds for the open presentation and free discussion of public questions, and may allow the use of such buildings or grounds for such other civic, social and recreational activities as in the opinion of the controlling board do not interfere with the prime purpose of the building or grounds.

2. Where the citizens of any community are organized into a non-partisan, nonsectarian, nonexclusive association for the presentation and discussion of public questions or for the promotion of public health by giving instruction in any topic relating thereto or in physical culture and hygiene or by the practicing of physical exercises and the presentation and discussion of topics relating thereto, the school board or other body having charge of the school houses or other public properties which are capable of being used as meeting places for such organization, when not being used for their prime purpose, shall provide,

free of charge, light, heat and janitor service, where necessary, and shall make such other provisions as may be necessary for the free and convenient use of such building or grounds, by such organization for weekly, bi-weekly or monthly gatherings at such times as the citizens' organization shall request or designate. All such gatherings shall be free to the public.

3. The school board or other board having charge of the school houses or other public properties, may provide for the free and gratuitous use of the school houses or other public properties under their charge for such other civic, social and recreational activities, as in their opinion do not interfere with the prime use of the buildings or properties.

4. The person or persons making application for the use of a school house or other public property for public meetings, shall be responsible for all damage to the property occurring at such meetings, ordinary wear and tear excepted, and upon failure of the responsible person or persons to respond in damages for any such injury to the property, the school board or other board in charge of the school house or other public property, may refuse all future applications for the wider use of the property until such injury is repaired, without expense to the board in charge of the property." (Chapter 514, Laws of 1911, as amended by Chapter 123, Laws of 1913.

The following comment upon the preceding statute is quoted from the school code:

"This statute gives any school community an opportunity to organize for social and educational purposes. It will be a good plan to hold a general meeting of the residents of the district for the purpose of organization. At this meeting a committee can be appointed or elected to carry out any plans that the people may decide upon; or, after electing the committee and after some general directions as to the general character of the discussions and meetings, the committee can be directed to prepare a program and directed to report at an adjourned meeting held a few days later. At this meeting a definite plan or program can be fairly well worked out and agreed upon. Matters of direct interest such as farming, manufacturing, marketing, town or district affairs, sanitation for the farm and home, etc., etc., may form the basis for discussions; or entertainments, lectures, or joint debates between districts can be arranged. Care must be exercised that these meetings are not held too frequently; that matters which tend to bring about an unpleasant factionalism are not brought up for discussion; that the gatherings do not become frivolous and without meritorious purpose, and that no one is excluded from participation. If properly planned and conducted, these meetings offer large opportunities for good and for the welfare of the district, but unless well directed they will prove to be of little if any value. The state superintendent will gladly advise with any school officers or committee having charge of work to be carried on under the provisions of this chapter."

It will be seen from the statute above that in case a local society or club wishes to use the school house for its meetings, the light, heat and janitor service shall be provided by the school authorities. When the use of the school house is granted for other purposes, however, under section 435, it is but just that fuel and light should be provided by those who use the building.

The kinds of gatherings that are being held in school houses from time to time are the following:

1. School entertainments in which children take part. These should be looked upon as part of the regular school work.
2. Community entertainments in which the adults of the community furnish the major part of the program or entertainment. Sometimes the children contribute to these programs also.
3. Sociables of various kinds. These are sometimes in conjunction with the school programs.
4. Special lectures or programs rendered by outside talent.

No matter what the character of the program, entertainment or gathering may be, the board should take an active interest. As far as possible the members should be present at these gatherings and see that everything is conducted in an orderly manner. Although these gatherings are of vital importance in the educational development of the community, yet there are some cautions which ought to be observed. The programs should be planned as carefully as possible and the necessary preparations should be made to render the occasion enjoyable and profitable. It adds much to the program when the board takes an active interest and shows this interest by active participation.

## V.

## REASONS FOR USING THE SCHOOL HOUSE AS A SOCIAL AND CIVIC CENTER

"In union there is strength."

It has been urged in the previous section that the school house should be used as a meeting place for the community. The reasons for so doing are various. It is the natural meeting place; it is usually centrally located; it is warm during the day and therefore more readily heated for the evening; it is the property of all the people in the district. One strong objection offered is that the seats are not all suitable for grown people. Many districts adopt the plan of fastening several seats upon strips instead of to the floor. They may then be moved to one side and used by the children, while benches and chairs may be brought in or arranged for the older people. The district may own folding chairs and prepare a place in which they may be stored when not in use.

If it were possible to have on the school grounds a building such as the present town hall, what a variety of uses for it might be found,—public meetings of all sorts, a recreation room for rainy days, a gymnasium, a work room! It will be better still if the school building of the future shall provide for such needs. (See Figure 9, p. 50.)

In addition to the reasons given above, the following also may be given:

1. We need these gatherings in our school houses in order to increase the interest of the parents in the work of the school, because the success of the school work depends largely upon the co-operation that exists between the home and the school. In districts where the parents take great interest in the school work the conditions approach the ideal. On the other hand, where the popular interest is low the school conditions are, as a rule, poor.

One of the largest educational problems confronting us today is to get the parents to realize the value of the school. Upon this depends the solution of many other large problems such as better buildings, better equipment, better prepared teachers, better salaries, better supervision, etc. Until the parents realize what the school may do for their children under the best conditions, the schools will not likely be what they ought to be and the best results will not be secured. Community meetings can be made to have far-reaching effects for permanent good and life for all may take on a new meaning.

2. These meetings furnish an opportunity for the children of the community to develop their powers, especially the powers of expression. It is an essential part of the work of the school to develop in children the ability to stand before an audience and express their thoughts. It is true that they may secure this power to some extent from their regular recitation work; but it is a different proposition for the youth to stand before an audience of grown-up people and speak, and at the same time think and be at ease. The community owes it to the children to give them an opportunity to acquire this power. Further, if the children know that some of the work that they do in school is to be given at these meetings in the form of a program, it will add a new incentive to their school work, and they will work for clearness of knowledge and fluency of expression.

3. These gatherings also furnish an opportunity for the older people to develop intellectual power and power of expression. No one should rest with the idea that his education is completed when his school days end, and these meetings, if properly planned and conducted, will, in time, become a force which, to some extent, will bring the advantages that are obtained through continuation schools. If the grown-up people take part in the programs and thus develop their abilities, the result will be that we shall soon have in most country communities a class of citizens able to assume the responsibilities of leadership.

4. These gatherings also furnish an excellent opportunity for exchanging ideas and the information thus disseminated may be industrial, hygienic, political, economic, social, etc. The

gathering and study of numerous bulletins and publications of various kinds that may be readily obtained from so many sources and bearing on topics of interest will be encouraged and the information thus secured may be made the basis for public discussions. Attention will in this way be called to books and publications treating of various subjects which may be placed in the library or read in the home.

5. Besides the educational value these meetings have there is also a social value. The problem of providing proper recreation for the young people is an all-important one to-day. Amusement and recreation must be had in some way. To use the school house for this purpose is to use an institution that we already have but for a new purpose. The fact that in many localities social gatherings of various kinds have already become a part of the community life, has been alluded to in a previous section.

6. These meetings are valuable in that they bring *together* the old and the young. When people of all ages come together a bond is established between them. As the older listen to the younger they will feel a new interest and a pride in what the younger people are doing and thinking. The younger people from hearing the older people relate some of their experiences or discuss some of the more important questions, will get new ideas of life and its conditions. Unless the older people mingle with the young they are likely to become unsympathetic. On the other hand, if the young people never associate with the older people they are removed from restraining influences that would often be helpful. The establishment of a relationship that is mutually beneficial is of the highest importance.

7. One of the greatest values of these community gatherings is the development of a spirit of co-operation. The statement is sometimes made that one of the disadvantages of country life is its isolation. The conditions in many of our country communities are such that it is sometimes difficult to bring about the fellowship necessary in order to develop altruistic character. It has been difficult to get country people to act together, but the time is here when the people of the rural communities must co-operate. It is not the purpose of this bulletin to go into

this question at length, but we desire to call attention to the fact that our economic conditions necessitate greater and greater co-operation and union among those who produce the necessities of life. The problem of the American farmer is not alone merely increased production. It is also a more economic distribution of his products. Co-operation is positively essential in order that the best results may be secured, both in the production and in the marketing of the products raised. This co-operation can the more easily be brought about if the people of the various communities become acquainted and a feeling of fellowship and common interest be created. Indeed, there is no easier, more nearly direct or logical plan whereby co-operation may be secured.

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The general purpose of all social center work is to give the people an opportunity to develop their powers, boarden their interests, elevate their ideals and make their community a better place in which to live.



Figure 9. Consolidated school, Beetown. A good community gathering place. This school was formed by the consolidation of two districts.

## VI.

## SUGGESTIONS FOR SPECIAL SCHOOL PROGRAMS

Criticisms have occasionally been made regarding special school programs. Some people object to these programs, saying that it takes too much of the teacher's time away from the regular work of the school. In some cases the selections for the program have been beyond the pupils' ability and consequently the work has been poorly rendered. At other times the selections have been of such a nature that they were scarcely worth the time. The following suggestions are made with the hope that teachers may be enabled to prepare programs that will be above criticism and give the children as well as the parents material that is of the greatest educational value.

1. Programs may show regular school work.

In these programs we should, as far as possible, endeavor to present the regular work of the school. Many teachers feel that when a program is given they must go outside of the regular work in order to present something that is spectacular. One of the first purposes of these gatherings is *to interest the people in the regular work of the school.*

- (a) Reading

A ten to fifteen minute exercise with a reading class well prepared is an entertaining feature. The teacher may tell the class sometime before the program is to be held (from two to four weeks, perhaps) that each pupil will read one of the lessons between pages— and— (including from 20 to 40 pages). The result will be that the children will do their best to master these pages and be able to read with expression. In this way the preparation for the special program is really an incentive to do the best possible work in the regular reading class.

Occasionally the teacher may use reading material outside of the regular text book. Suitable selections from library books containing stories, descriptions, etc., can be used with good results.

An exercise may be given with the primary reading class (beginners). Sentences may be written on the blackboard and the children may act them out. Word, phrase, phonic, and sentence drills may be given.

Certain conversational selections in the reading books may be rendered in a very entertaining way by having different children "take parts" and one child read the narrative parts of the story. When trained in this way the children become alert and the practice does much to improve the expression of the children in their reading.

Too much of this work should not be put on any one program. One reading exercise is usually enough.

#### (b) Language

A part of the regular language work of the school is to memorize certain selections. These may be recited as part of the school program.

All through the course there should be story telling. These stories which they tell in the regular classes may be told in the special programs. In selecting stories for the primary children especially, care should be exercised not to make selections that would in any way cause offense. There are so many good stories to tell that there is no need of bringing in any that might be questionable in certain communities.

A part of the language work consists of a dramatization of stories. When these are well learned they may be used as dialogues and thus bring about a good and easy expression on the part of the pupils. When stories are dramatized in this way it is well to have some child *tell* the story first, as some of the people in the audience may not be familiar with it.

The children read books from the library. Some of these books are very interesting and pupils delight in telling about them. A child may be placed on the program to tell about a book that he has enjoyed.

The larger pupils especially may be placed on the program to tell about certain things that they have studied in school. Topics from history, geography or agriculture are suitable for these talks.

A roll call to which the children respond by giving memory gems, quotations, etc., is a usable feature.

Some of the most interesting compositions written by the pupils in school may be read.

### (c) Arithmetic

A blackboard exercise may be given in which the children show their skill in handling a certain class of problems. These problems should not be complicated and should be of such a nature that the children can readily perform the operations.

Exercises in the writing of numbers, in adding, subtracting, multiplying and dividing, in simple fractions and decimals are suitable for this kind of work. Not more than ten minutes should be used for any one exercise. The children should be carefully drilled beforehand so that no time is wasted in going to and from the board, in erasing, etc.

An exercise in mental arithmetic is especially valuable. In this work care should be taken not to make the problems too difficult for the pupils. The work should be carried on briskly.

A few minutes drill for the younger ones makes an interesting feature.

In this work special effort should be made to have work that can easily be understood by all of the people present. If this work is properly conducted the teacher can incidentally interest the non-attending boys and girls of the community in the work of the school by taking up some certain line of work such as hay problems, land problems, etc., and showing what the children who are attending school are doing.

### (d) Spelling

A ten minute exercise with a group of children makes an interesting feature on the school program. The teacher may announce to the children a month before the program is to be given, that a certain group will spell ten minutes. The words that will be used in this exercise may be designated so that the children may master this list. These children will then make the best effort possible to remain standing during the ten minutes. In this list should be included words from the other subjects which they need to learn.

A blackboard exercise in spelling may also be conducted, using a list which the children have had a chance to master.

### (e) Music

Every school has some singing. The songs that the children learn to sing in their regular school work may be put on the special school program. The suggestion is made that the songs which the children learn to sing should be appropriate to childhood, or they should be songs which are worth knowing. The teaching of many of the popular songs which in some sections is getting to be common should rather be discouraged.

### (f) Demonstration Work

Whenever a child has learned to do something successfully, he can be placed on the program to do that work. A knot tying contest may be an interesting feature if the children have become successful in the tying of the various kinds of knots.

Teachers who have done any work of this kind will be able to adapt some of this work to the special program. Too many presentations, however, should not be given on any one program.

### (g) Current Events

In many schools the teachers are asking their children to report important events and to give short talks on them. Some of the larger children in school may be placed on the program in this way. Topics of civic, geographical, historical, biographical or hygienic interest may be presented.

### (h) Gymnastic Drills and Games

It frequently happens that the children cannot play outside. During recess the teacher can profitably spend the time by giving the children a few simple drills. These drills can then be presented at the special school programs. When well learned they have great value and are an entertaining feature.

### (i) Exhibits of Written Work

It may add to the interest of the people in the school to have exhibited on the walls of the school room some of the work of the pupils. If there is sufficient room it is well to ask the par-

ents to take a little time for inspecting this work. It is unnecessary to mention here what these exhibits might be.

## 2. Programs May Contain Talks on School Work by Outsiders

When the people are gathered together in the school room to listen to the children and to see the work done by the school, it is well to have some adult give a short talk on some phase of school work. It is always well for the teacher to speak to the parents and call their attention to certain matters pertaining to the common interest of the home and school. Occasionally the county superintendent or some other educational leader may be secured who can speak to the parents. These talks as a rule should be short and to the point. The speaker should remember that he has a mixed audience and should try to say something that is both interesting and instructive. An occasion of this kind should not be treated lightly and the person who speaks should not feel that he is there simply to "fill in time." In all these talks there should be an optimistic spirit, although it may be necessary at times to criticize certain tendencies on the part of the children and parents. The speaker should endeavor to awaken in the parents a desire to give their children the best possible development. In some communities where many of the people are unable to understand the English language a short talk may be given in a foreign language. (See pp. 81 and 109.)

## 3. Programs for Special Occasions

The suggestions given in No. 1 are for the ordinary school programs,—those programs that may be held at any time during the year. Occasionally, however, the community desires to have a program commemorating some special day, such as Memorial Day, Washington's Birthday, etc. On an occasion of this kind the material should, of course, be suited to the special day, and exercises in arithmetic, spelling, etc., should be omitted. Much of the program, however, may be taken from the regular work of the school. The recitations and stories may be worked into the regular language classes, special readings may be taken up in the reading classes and the songs practiced by the school.

#### 4. Visiting Days

In some communities the teachers have what are known as visiting days. The teachers and pupils invite the parents to come to the school to spend the afternoon. Regular school work is carried on so that the parents may see the work the children are doing. After the regular work of the school has been finished a social hour follows in which the parents and teachers become acquainted.

NOTE: It should be kept in mind that not all school work is equally interesting to the average visitor. Introduce, if possible, some features that may be of special value to those who are present.

#### 5. A Few General Suggestions

Whenever a program is given in which the children take part for the purpose of showing the work of the school, every child should do something. The teacher should, however, avoid going to the other extreme of having some pupils on the program several times.

Do not have too long or too difficult programs. It is better to have a short meeting and have everyone go home satisfied than to draw the meeting out and have people tired.

The work should be well presented and it should be worth while. Do not have the children attempt to give something that is too difficult or too complex for them. It is better to have something well presented, even if it is simple and easy.

Plan the programs very carefully. Have a system. Arrange the program in such a way that there will be the minimum loss of time between the parts. Seat the children in such a way that they can render their parts to the greatest advantage.

Where a large number of children take part in the program it is well to arrange the program by groups. If there are thirty or more children to take part, all those who are in the primary form may be marched up to the front together to give their songs, recitations, stories, etc., as one section of the program. This will also aid those who are timid.

## VII.

## THE YOUNG PEOPLE WHO HAVE FINISHED SCHOOL

We may think of the elementary school as the kindergarten department of the school of life. At most it gives only the rudiments of an education. The children are taught to read, to write, to cipher, etc. In short, they are taught more or less crudely the use of some of the tools of education. When school days are over these tools should be kept bright by continued usage. It is therefore of the highest importance that the tools that we give the children in the elementary school should be of such a nature that they can be used to the greatest advantage.

One of the great problems in education is to manage the elementary schools in such a way that the young people are given a desire for continued study and reading. When the young people have finished the common school course they should be in a position to continue their reading and study in some form or other. Even if they do not enter the high school they should continue their mental development. An important phase of our problem therefore is to devise ways and means of keeping our young people actively and intelligently employed mentally after they have completed their school course.

The methods that will be employed in keeping the young people interested in their intellectual development will vary in different communities. Some of the communities have high schools which pupils may attend after completing the elementary school. In other communities a graded school with one or two years of high school work is being maintained. In such communities this becomes a part of the problem of secondary education.

## 1. Reading Circles

The person who reads is continually adding to his store of information. He is being built up from day to day, and his mental horizon is extended. If the young people of the com-

munity can be brought together occasionally for the purpose of discussing books which they have read it adds much to the value of the reading itself and also helps along the weaker ones,—those who have not formed the taste for reading as they should.

The following suggestions regarding reading circle work were given by one of the county superintendents to the teachers of the county. They are given here as being suggestive for reading circle work.

Read a chapter or two from some interesting book in your library. Booker T. Washington's "Up from Slavery" cannot fail to interest; Hale's "The Man Without a Country" is good. For stories "Widow O'Callaghan's Boys," "The Lincoln Conscript," "Little Jarvis," "Mrs. Wiggs of the Cabbage Patch," and many others may be mentioned. When they are interested suggest a reading club to meet Friday evening or Saturday afternoon. For an object towards which they may work, plan a public program at the end of three months. If you read "Up from Slavery" you could plan a most interesting program. Write to B. T. Washington, Tuskegee, Alabama, telling him of your plan, and ask for material on the Tuskegee Institute. You will get some interesting pamphlets and bulletins. Write also to Hampton Institute, Hampton, Virginia, asking for material. Hampton Institute is where Booker T. Washington went to school. With this material and readings from "Up from Slavery" a most interesting evening may be spent. Mount some of the pictures you get and pass them among the audience.

If you read "Timothy's Quest," "The Lincoln Conscript," or other good stories, you may plan to dramatize them. This is not so hard as it seems, and offers much delightful opportunity for planning and working together. After reading the book, ask for scenes that could be acted. Select some one to tell the story as far as the first scene. Then give the first scene. Have the story continued to the second scene, and so on. This is far more interesting than the usual play, for it has a better plot, better language, and calls for much original planning. Then, too, you will find that people will want to borrow the book.

One of the best features about such a club is that it may include some of the boys and girls just out of school, and may even draw them to the school again.

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In this connection attention is called to two special sources from which books may be obtained. There is in every school in the state of Wisconsin a library in which is found a collection of excellent books. Though most of these books are especially adapted to children yet there are many of them which are adapted to adults. The school library should be looked upon as a library for the community and many of the books might profitably be selected for the use of adults. In the larger schools some good reference books should be found where not only the children but also the grown-up people may get information. In brief, we should work toward making the school the great educational as well as the social center for all people of the community. In the school library should also be found bulletins and publications of various kinds, dealing with the different topics in which the people of the community are interested.

In Wisconsin there is also a system of traveling libraries. These are maintained by the state and are free to the people of the country communities. They are made up of well selected books on science, travel, history, biography, etc., and are put up in boxes of about fifty-five volumes each. Whenever a country community wishes to secure one of these traveling libraries an application should be made to the Free Library Commission at Madison, Wis. All that the community needs to do in order to receive these books is to have ten taxpayers of the community sign an application for the library. The books are then shipped and may be kept six months. After this period they are returned and another allotment is received. All that the community has to pay is the freight from and to Madison.

In some counties the boards have provided county traveling libraries.

## 2. Literary Societies

In many communities in the state the young people have organized literary societies. These meet at stated times and usually have formal organization. The programs are of a varied character and may include recitations, readings, musical selections, debates and the like.

## 3. Musical Organizations

In many localities the young people have organized themselves into musical organizations of various kinds. These are both vocal and instrumental. This practice is highly commendable. Wherever there is a good leader or director the young people get a great deal of value from this training. Not only are their own talents developed, but they are fitting themselves for social service. The community with a musical organization of some kind has an intellectual asset that is worth considerable. Aside from the intellectual value, music itself can be made to have an ennobling influence.

## 4. Dramatic Societies

In a few communities the young people have organized themselves into societies or clubs for the purpose of developing dramatic talent. Plays of various kinds are given during the year. In this way there is provided an opportunity for intellectual development and also for social recreation.

## 5. Evening Schools

Years ago evening schools were more common in the country communities than they are at the present time. Some of the young people of the community who had not had an opportunity to get much of an education would meet in the school house and, under the leadership of the teacher or some other competent person, would take up some work in the common branches. There are many places in Wisconsin where this kind of work could now be profitably done. It may be impossible for the teacher to handle this work, because of the work of the regular school. In some instances, however, there may be some other competent person who would be able and willing to render some assistance to those who want it. In some districts in the

state where the regular school enrollment is very small it might be possible for the teacher to add to the educational interest by providing some further educational opportunity for the larger boys and girls who have dropped out of school.

#### 6. Sociables

These gatherings are largely for social purposes, though at times short programs are given. They are held under the auspices of various organizations. In many instances they have been held in the school houses and the money that has been derived has been used for the purpose of buying some article or articles for the school, such as a musical instrument, pictures, etc.

#### 7. Debating Societies

These are much like the literary societies mentioned above, except that more prominence is given to that feature known as the debate. A debate is of great value to the people of the community. Not only is it a good way to spread information concerning live topics, but the debate itself gives the young people a valuable training in the use of language and in appearing before the public. The questions for debate will be determined by the character of the community and the topics that people are interested in at the time. In this debating work the society can get help from the Extension Division of the University, Madison, Wis.

In all this work we should look for the great end to be accomplished,—the training of the young people for the most efficient service in life. The different activities that have been mentioned in this section are but means toward this development. In one community the social activities may assume one form while in another it may assume some other form. Factionalism and undue rivalry should be studiously avoided. The efforts of the whole community should be joined for the common uplift.

## VIII

## THE OLDER PEOPLE OF THE COMMUNITY

In Section VII the young people of the community were given special consideration. Many of the suggestions given in that article will be equally good for the older people. The older folks may take part in debates; they may participate in the programs in literary societies; they may attend sociables and in some places they are valued members of dramatic societies and musical organizations. There are, however, a few activities which may be more applicable to them and for this reason this special section is prepared. On the other hand, many of the suggestions given here may be made use of by the younger people.

In many country communities there are farmers' organizations of various kinds. These often exist for some specific industrial purpose, but in many instances they are principally social organizations. In most places these are known as farmers' clubs. They may include only adult people but in most instances the younger people and the children are also members, at least to the extent of participating on the program. In these farmers' clubs agricultural and home-making topics predominate.

The following suggestions are given, not for any particular kind of organization, but for gatherings of all kinds, at which the older people are present or in which they take part.

1. The older people of the community usually have a wealth of experience which they have accumulated during their lives. Some may have traveled more or less extensively and have therefore seen conditions in other states and countries. These experiences can be utilized to good advantage in our community programs. If one of the neighbors has made a trip to California, to Texas, to Indiana, or to any distant place, a talk on his trip would be interesting and instructive to the people of a community. It is true that not all persons are able to give such talks but more people can do it than we suppose. It is

entertaining and profitable to the neighbors and it is a good training for the one who tells his experiences.

2. Some of the older people in the neighborhood have a vast fund of information regarding the local history of the place. This material can be utilized in many ways to an educational advantage.

3. Again, there are in nearly every community some persons who have had considerable experience in some particular line of work. It is a profitable exercise to have such a one tell what he does to achieve these results. In some cases there are several persons who have like experience and even the whole community may be more or less interested, and in such a case the presentation of a subject may be profitably followed by a general discussion, in which each one contributes his experience and in which questions are asked.

The suggestion is made here that this plan may be utilized to some extent in the regular school work. The teacher must become acquainted with the people in the community if he is to achieve the highest success in his work. If there are persons who are especially successful in any line of work and who are able to relate their experiences to others, these persons may be invited to speak to the children at times. Nothing would add more interest to the work in agriculture than to have some one come in Friday afternoon and give the children a half hour talk on some particular phase of farm work, especially if the actual objects talked about are at hand.

4. Parents' meetings. In most communities it is true that parents visit school very little. We should not criticize them severely because of this but rather try to find the reasons why so few visits are made. That such parents are indifferent to their children's welfare and progress is not necessarily true by any means. In most cases parents feel that they know little about the work of the school, and if they should enter the school room they might disturb the work and consequently not feel at home. Many others cannot leave their home duties. In order that the school and the home may be brought closer to each other many teachers have inaugurated the practice of having parents' meetings. These meetings may be held in various ways. Special invitations may be sent out for the parents to visit the schools on a certain afternoon. During that half day the regular classes of the school will recite. While

the teacher should follow the regular program as far as possible, yet an effort should be made to have the children do work that can be best appreciated by the parents. We should realize that not all school work is equally easy to understand.

After the regular work of the school is over there may be a short conference between the parents and the teacher or there may be a general social time. The value of such a meeting is that it brings the home and the school together. The parent sees some of the class work of the school, as well as the general conditions, and it affords an opportunity for the teacher to become personally acquainted with the parents, and generally it results in establishing harmonious relations and strengthening the interest in the school work.

Sometimes these parents' meetings are held after the session of the school is over. The mothers meet at the school house from four until five. This is a plan that may be carried out in villages and cities.

Another plan is to have the parents' meetings held in the evening. As a rule the fathers are unable to attend meetings that are held in the day time.

In a few localities there have been formed what are known as parents' and teachers' associations. The parents and the teachers meet together to listen to programs containing topics of mutual interest.

Reports have come in from certain parts of the state where parents have attended the regular teachers' meetings held at the call of the board or principal each week. In such cases the programs of these meetings may be modified somewhat so that topics may be included that will be of interest to the parents.

Whatever the character of the meeting may be, the purpose of the work is to bring parents and teachers into closer relation so that they may understand each other's conditions and problems and thus work together to the best advantage.

NOTE. Before leaving this subject we desire to call attention to the importance of teaching the children to respect visitors and speakers. We find too frequently that children show disrespect to persons who visit the school, even though such a person may be an elderly man or woman,—the father or mother of some of their school mates. We find also that in such communities the young people, and sometimes the old, do not show the proper respect to public lecturers, or proper behavior and attention at public entertainments. To train the young people to show the proper respect for older people at all times is exceedingly important: in fact, without such training the true value of any school or any home is open to severe and just criticism.

## IX

## SUGGESTIVE PROGRAMS

The following programs are given as suggestive for teachers and others who are interested in the work. The programs that are starred have actually been given at some gathering. Those that are not starred are merely suggestive programs, illustrating some features that have been recommended in this bulletin.

## \*1. Social Center Association.

Program for the regular fortnightly meeting of the Sleepy Hollow Corn Club; November 17, 1911.

The meeting will be called to order promptly at 8 o'clock by the President, Miss Alice Brewster.

Music ..... America

Reports of Standing Committees.

Subject for the evening "The Clover Plant."

Paper ..... Varieties, red (Mammoth), white, alsike, sweet.  
Jennie Jones, Lone Rock School.

Recitation.....Carl Gotyke, Lincoln School  
Spartacus to the gladiators

Paper..Nodules, where found, their use, conditions necessary for growth  
Benj. King, Garfield School.

Music.....The Jonesville Sextette.

Paper.....Nitrogen,—relation to plant life, relation to animal  
life, relation to soil.....George Fritz, Lakewood School.

Music.....Violin Solo.....Ira Smith.

Paper.....Bacteria,—vegetable or animal, relation to clover plant,  
relation to free nitrogen.....James Richards, Fair Plain School.

Paper.....Value as a forage, compared to corn; conditions for  
growth, compared to timothy.....Benj. Goodspend, Proprietor,  
Clover Leaf Farm.

Recitation .....Eva Kain.

Music .....Lincoln School.

Announcement of program for next meeting.

Adjournment.

## \*2.

Song.....Mt. Vernon Bells.....All

Recitation .....Florence Reinert

Reading .....Adella Meyers

Indians of Manitowoc County.....Bessie Wills

The Use of the Babcock Test.....Mr. S. F. Wehrwein

Recitation, "Why Don't Parents Visit the School".....Ethel Nauman

Song.....Mr. John Simmer

Local News.....Miss Anna Pilger

Parliamentary Terms Explained.....Mr. S. F. Wehrwein

Business Meeting

Song ..... All

- \*3.  
 Dairy Barns.....Frank Hessel  
 Silage.....Louis Hessel  
 Field Corn.....George Basken  
 Poultry.....John J. Rezek
- \*4.  
 Care of Farm Animals.....Dr. Alcaloy, Veterinary  
 Relation of Birds to the Farmer.....Erle Stoneman  
 Income Tax Law.....F. C. Baugliet  
 Debate....."Woman Suffrage".....Members of the Club
- \*5.  
 Song.....All  
 Alfalfa.....John Bruhn  
 Pure Bred Cattle.....Ben Eisenmann  
 Recitation.....Willie Stoneman  
 Spelling Match....Led by Mrs. Mueller on one side and Mr. Scheuer on  
 the other, the sides to be composed of five members, all farmers.  
 Recitation.....Amanda Halberg  
 Income Tax Law.....Mr. J. W. Stelze  
 Recess  
 Parliamentary Drill.....Led by Mr. Stoneman
- \*6.  
 Song....."America".....All  
 Care of Farm Machinery.....Henry Stelzer  
 Recitation.....Willie Lensing  
 Crop Rotation.....Mr. Wentker  
 Recitation.....Freddie Jonas  
 Birds and their Relation to the Farmer.....Erle Stoneman  
 Recess  
 Parliamentary Drill.....Led by Mr. Prucha
- \*7.  
 Song....."Dip Boys, Dip the Oar".....All  
 Care of the Body.....Mr. Barrett  
 Reading.....Miss Anna Pilger  
 Song.....Male Quartette  
 Selection and Care of Seed Corn.....John Tepoorten  
 Alfalfa.....Erwin Strodthoff  
 Working of the State Legislature.....Mr. S. F. Wehrwein  
 Question Box.....Opened by Etta Wills  
 Closing Song.....All
- \*8.  
 Song.....Club Quartette  
 School Gardens.....James Zahorik  
 Farmers' Club Song  
 Postal Savings Bank.....Clarence Rouiller  
 Alfalfa.....Frank Rezek  
 Song.....Club Quartette  
 Apple Trees, Spraying.....Bilby Pech  
 Play....."Turn Him Out".....Club Members  
 Raising Calves.....Stephen Zeman  
 Song.....Club Quartette
- \*9.  
 Song—"Joy! Joy! Freedom To-day".....Children  
 Story—"Evangeline".....Clara Kasten  
 Song—"Flag of the Free" in two voices.....Children  
 Talk—"Income Tax".....Jos. Connell, Income Tax Assessor

- 10.**

- 11.**

- \*12. A Sailor's Program.**

- |   |            |
|---|------------|
| Chorus—The Sailor Lad .....                 | School     |
| Recitation—The Launching of the Ship .....  | Longfellow |
| Loretto McCarthy                            |            |
| Recitation—The Wreck of the Hesperus .....  | Longfellow |
| Lillie Engelbrecht                          |            |
| Chorus—Anchored .....                       | School     |
| Recitation—The Light on Deadman's Bar ..... | Rexford    |
| Myrtle McKeough                             |            |
| Chorus—Out on the Deep .....                | School     |
| Recitation—Inchcape Rock .....              | Southey    |
| Alvena Nespor                               |            |
| Chorus—Sail Ho .....                        | School     |
| Recitation—The Yarn of the Nancy Bell ..... | Gilbert    |
| Erwin Dabbert                               |            |
| Chorus and Solo—Barney Buntline .....       | Farmer     |
| Solo, George Grady                          |            |

Reading and Pantomime from Little Jarvis.....Seawell  
 Reader—Elizabeth Murphy  
 Little Jarvis—George Jindra  
 Brookfield—Melvin Meisner  
 Lieutenant—Peter Falvey  
 Midshipmen—Frank Bushman, Anton Benishek, Henry Greenwood,  
 Hubert Schneider, James Sheahan  
 Gymnastic Drill—The Sailor's Hornpipe  
 Sailors—Archie Baugniet, George Grady, Alvin Hanson, James  
 Murphy  
 Director—Alvena Nespor  
 Farewell Song—Sailing..... School  
 Accompanists—Rose Meyer, Eva Hollenbeck.

### 13. A Corn Festival

Have decorations of corn, pumpkins, beets, etc. Try to bring out the old idea of the harvest festival of colonial days. The following program is only suggestive and may be modified.

Song....."How do you hoe your row"  
 All.....Harvest poem—"Corn Song"

#### General Exercise

"Corn Judging." Teacher to ask questions such as are found in outlining with Corn Bulletins, and all pupils take part in answer. Have a good many ears of corn on desk and use to illustrate your questions. (Don't make too long).

#### Girl or Boy.

"How we marked the score for ten ears." Have the score card drawn on board and pupil mark in as he talks.

Song....."Any autumn or harvest song"  
 Boy.

"Corn Curing." Show and explain one or more racks. Tell why they are better than most methods.

#### Boy.

"Corn Testing." Have tester made a week before and selected seeds shown. Try to put in a few kernels from ears you think not so good, as well as your best ones. Plan to have seeds well sprouted.

#### Corn Arithmetic.

Class at board. Also mental examples. (Make it a lively drill.)

#### Chart Class.

Class reading from board as you write, such sentences as,—I have an ear of corn. It is a yellow ear. Bring me a yellow ear.

May (or any pupil's name) has a white ear of corn. Give May a white ear. A short phonic drill with EAR as the phonogram.

Sound h r n t f cl

Build hear rear near tear fear clear drear

Song—"America".....All standing  
 Short talk by teacher at the beginning of program, explaining why this program is given,—to show school work, etc.

### 14. Patriotic Program.

February offers a golden opportunity for lessons of patriotism. It is especially fitting that sometime between February 12th and February 22nd every school have a program at the school, with Lincoln and Washington as the motive.

1st. As in the corn festival, careful planning will permit much of the school work to be used for the program.

a. Invitations may be made by the pupils. Cut out a shield, paste on it a picture of Lincoln or Washington. Use this for cover of the invitation.

b. Little booklets containing a picture of either hero, with quotations, etc., may be made to give to the parents who come and sent to those who cannot. (Postage stamps furnish a picture of Lincoln and Washington.) Or cut out cherries from red, leaves from green and stems from brown paper and paste them on a shield.

c. Let the chart class have a reading lesson about the flag. Let each carry a flag, and at the close of the lesson repeat:—

"I love the name of Washington;  
I love my country too;  
I love the flag, the dear old flag,  
With its red, and white, and blue."

d. Tell a good story of Washington or Lincoln to your school. Use a map and make it impressive. Then let one of your older pupils tell it at the program. The battles of Trenton and Princeton are good. For Lincoln there are many, but a selection from "The Perfect Tribute" is excellent.

e. Have a flag drill. Use it for a rest exercise, and also for indoor exercise during February, then it is ready for the program.

f. Let the history class read about the first flag and write stories showing several conversations about it.

g. Let each child wear a badge, a picture of Washington or Lincoln on a white circle of cardboard with ribbons of red, white and blue paper pasted back of it. Have one for each guest also.

2nd. Other interesting features of the evening may be:—

a. The music—Have just as many stirring and patriotic songs as your people know, but be sure to invite the audience to rise and sing with you as the last number "America." See that your pupils know every word.

b. Home made flags of other nations. Boys may prepare staffs, girls may copy flags from dictionary, using cambric or tissue paper. Then prepare an exercise telling about them, and close with some one of the many tributes to our flag,—all other flags dropped, ours high. This would be good for closing, and the audience could be invited to rise for "America."

c. If you can get a picture of Lincoln or Washington and have it framed,—an unveiling of the picture is interesting. Five cents admission may be charged to adults, thus paying for the picture. A good picture may be obtained for \$1.00 of Perry Picture Co., Malden, Mass., or some good company, and the frame will probably cost \$2.00. For the unveiling have some pupils give a brief sketch of what we should like to remember when we look at the picture, and at the close, step to the picture which has been covered with a flag, and draw back the flag, revealing the picture. Then all may repeat a quotation, about the hero whose picture you have.

d. A debate, or have the exercises take the form of a debate. Let two pupils be leaders and choose their helpers, then plan a program,—the one on Lincoln, the other on Washington. Have a picture of each in a conspicuous place, then let the recitations, songs, etc., alternate, but at the close let all unite in a joint tribute to both heroes. Use the Memorial Day Annuals for materials. That of 1911 is exceptionally good.

3rd. Be sure you teach a flag salute.

4th. Some especially interesting material from the Memorial Day Annual for 1911:—

Page 33 Flag Day

Page 30 Flag Exercise

Page 38 Flag Drill (This is very pretty, and it is clearly explained.)

Page 43 The Flag goes by. (A good song)

Then there are some good tributes to Lincoln and Washington, all you will need for your program.

Page 55 Ax Drill. (Your little boys will like this.)

Page 56 Crowning Lincoln. (For the unveiling of a picture.)

Page 70 The Minuet. (Pretty for costume.)

Page 73 Little Soldiers. (Song for little boys.)

5th. If you have an old soldier in your district, be sure to give him the place of honor, and if necessary make a personal visit to invite him.

#### 15. Arbor Day Plans.

##### Forenoon

1. Clean school yard,—pile wood neatly,—carry away sticks, stones, etc.
2. Plant one or two good trees.
3. Get some shrubs and vines—woodbine is good. Plant in front of the screens to the outbuildings.

##### Evening.

A program in the school house.

1. Songs and recitations suitable for Arbor Day.
2. Two or three regular classes. One of these may profitably be the class in agriculture, discussing the planting of trees.
3. A talk by the teacher.
  - a. Some things you would like them to do for the school before the new school year,—fence, new outbuildings, well, woodshed, supplementary readers, maps,—not too many things, but an urgent request for a few.
  - b. If there is no fence around the school yard this is a good time to show how it is needed, and ask all to protect the plants during the summer.
  - c. Explain school exhibits.
4. An exhibit of school work. Put up work of all classes and invite parents to inspect it. If you are preparing work for the fair put it up for the day and call attention to it. If you are getting a collection of woods, have some boy show it, naming each kind. This may be part of the program.

## X

## SUGGESTIONS WITH REFERENCE TO THE ORGANIZATION OF THE WORK

The following suggestions with reference to organizing this work are given for the benefit of those who have had little experience and for those who are working in communities in which the work is entirely new. In many localities societies and clubs of various kinds have already been organized. The great problem, however, is to get the work started in communities where such work has never been done before.

The mistake is often made of beginning at the wrong end. Some one wishes to start the social movement, and the people are called together. One of the first things done is to have some one draw up a constitution. Where the work is new there is scarcely anything else that will be as likely to invite failure as a procedure of this kind. The formal organization should be the last step rather than the first. Experience has taught us that the following method of procedure is the most natural one.

1. The beginning of the movement is often the school program. The teacher, realizing the need of getting the parents together, will prepare a little "entertainment". Written invitations may be sent to the parents, if this will add anything to the attendance. In preparing this program the teacher should be guided by the suggestions given in Section VI (See pages 51-56). The selections should be well chosen and the parts should be rendered as well as possible. The program should not be too long and an effort should be made to have every child take some little part, even if it be only to take part in a drill. If the teacher is not acquainted with the parents he should try to meet as many of them as possible. The board can do much at a meeting of this kind to have the teacher meet the patrons.

2. After one or more successful programs of the kind mentioned in the preceding paragraph, an effort may be made to have some of the grown up people in the community take part.

Suggestions for suitable contributions on the part of the adults are given in Sections VII and VIII. Occasionally an outside speaker may be secured, such as the county superintendent, a principal of a training school, a high school or a graded school, a teacher in another district, etc. In this way the interest in the work grows and the adults may be gradually initiated into the movement. Care should be exercised, however, in securing the services of outsiders. The primary purpose of the work should be the development of the community, not advertising outside individuals. When outside individuals are brought in it should be for the purpose of giving the local people suggestions or inspiration for their *own* work.

3. After interest has been developed in this work it may be well to effect a permanent organization. The name of the organization is immaterial, except that it should, as far as possible, indicate the character of the work the society is doing. A committee may then be appointed to draw up a constitution; officers may be elected, and a permanent record kept of the meetings. A suggestive form of a constitution for such clubs is found in the appendix to this bulletin.

4. A final step may be the federation of several neighborhood clubs or societies into some larger organization as suggested in Section XIV.

## XI

## SPECIAL SUGGESTIONS AND CAUTIONS

It is highly important that this social and civic center work be done properly. For this reason the following suggestions and cautions are given. They are the result of many years of experience of those who have been working in country and graded schools.

1. The primary purpose of the school must always be kept in mind. This purpose is to give the children of the community an elementary education, and one of the important phases of this elementary education is the mastery of the essential parts of the fundamental branches.

2. Care should always be taken that after a social function of any kind the school room is in proper condition for the regular school work before the session opens.

3. Too much time should not be taken from the regular school work to prepare for the school entertainment. We should not get the idea that time so taken is wasted and it may be necessary at times to use a portion of the regular school time for the program. If, however, the major part of the program consists of work suggested in Section VI, the time so taken is really not taken from the school, for the preparation itself is proper school work.

4. The exercises should be carefully planned. Even the details of the room management should be looked after, so that the people may be as comfortable as possible. The board (and others) should co-operate with the teacher and the people be made to feel that they are welcome.

5. Tact should be used in making the selections for the program. The feelings and prejudices of the people should, to some extent at least, be taken into consideration. There is so much good material for program purposes that it is not necessary to take anything that might offend. Where a school program is given, effort should be made to have every child take

part. By grouping the children as suggested in Section VI, this can be done without making the program unduly long. Long, tedious programs should be avoided.

6. We must not expect too much from the teacher. We should get others to help. The teacher, it is true, must be held responsible for any contributions which the children make, but it is too much to expect the teacher to be at the head of a literary society in which the whole community takes part. Besides it is well to have the burdens and responsibilities distributed among the various members. The teacher may leave the community at the end of the year, and it is well to have the people themselves trained to go on with the work.

7. When this work is first undertaken it should be begun in a modest way. The selections and program should be simple and not too long.

8. Those who have in charge the preparation of programs should beware of the tiresome, long-winded person, whether local talent or outsider. While it should be the purpose to encourage everyone to do his part, yet we should not impose upon an audience by letting persons speak who are doing so largely for the purpose of filling in time.

9. Do not be too anxious to introduce over-exciting features. The great purpose of these meetings is to get as many as possible to take part. If spectacular exhibitions become common they will have a tendency to discourage the more modest efforts of the people themselves. While it is an excellent plan to have the county superintendent or any outside person give an illustrated lecture, yet we do not want to go to the other extreme and make the people feel that in order to have anything worth attending we must have some outsider present or some spectacular show.

10. Occasionally it happens that people from the outside, sometimes from a nearby village or city, will go out into the country to attend one of these evening meetings. In this group may occasionally be found persons of superficial judgment, who will criticise and find fault with the efforts of those who are trying to do their best. While true men and women will never do this, yet it is well to be prepared to meet any "snobs" that may happen to come around. Just how this is to be done the conditions will determine.

11. We should in every possible way try to avoid factionalism. These meetings should be a means of cementing together the people of the district into one community and anything that may cause the formation of factions must be studiously avoided.

12. As the interest in these meetings grows, do not let their management be monopolized, either by the young or the old. In some communities the clubs have gone to pieces largely because comparatively young people have had the management in their hands. In other communities interest has been lost because the old people have managed the organization and young people gradually lost interest.

13. The teacher should always be careful not to assume a superior attitude toward the people of the community. He should also be careful not to force his own individual ideas or opinions unduly. When the people assume a resentful attitude toward the teacher, his power as a community leader is seriously weakened.

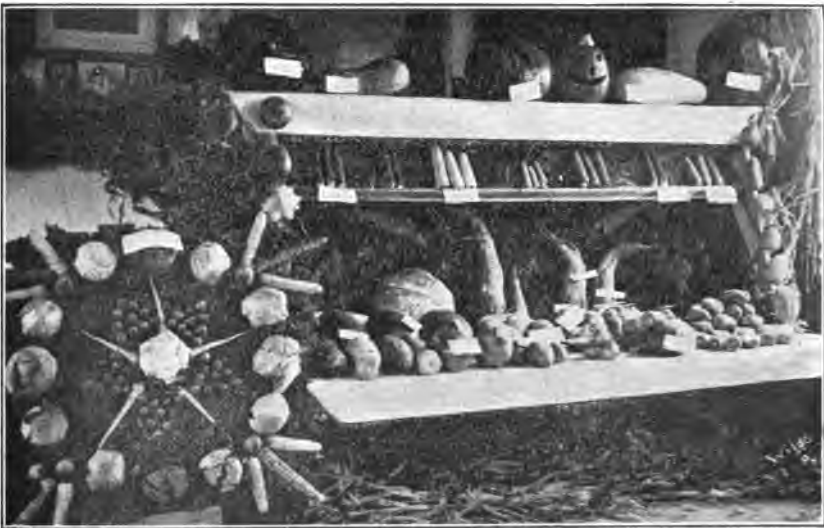


Figure 10. Agricultural exhibit in Joint District No. 3, Town of Gibson, Manitowoc County. (Courtesy of Supt. C. W. Melsnest.)

## XII

THE TRAINING OF TEACHERS FOR SOCIAL AND CIVIC  
COMMUNITY WORK

One of the purposes of preparing this bulletin is to give teachers suggestions regarding this work, and it is hoped that it may be the means of helping teachers and others to start the work in communities where it is new.

The suggestion is also made that it might be well for the state department from time to time to issue bulletins containing material that may be used in these programs or meetings, just as the *Annals* for Arbor Day and Memorial Day are now issued. Inasmuch as the members of the state department come into close contact with the different phases of school work and can keep in touch with the educational needs, they are in position to give valuable suggestions through bulletins published by the department.

## SUGGESTIONS FOR THE TRAINING OF TEACHERS

Many valuable suggestions have been received from the county training schools of the state. In all of these schools more or less instruction is being given in this work and the graduates are given definite suggestions, so that when they get into the teaching work they already know something about the methods of procedure.

1. First of all, the schools that train young people for country school teaching should constantly keep before its students the proper rural spirit. The country life movement should be emphasized throughout the entire course of study. Not only should agriculture, nature study, rural sociology, rural hygiene, etc., be touched upon specifically, but even the common academic subjects should be taught with the rural environment in mind and in the spirit of country life. It should ever be kept in mind that these young people who attend the training schools are being trained for the highest kind of service. They should



Figure 11. The 1913 graduating class of the Columbia County Training School. This class had a course in rural sociology with special reference to the work that can be done in the country schools. Each member was given practice in conducting parliamentary drills. (Courtesy of Prin. S. M. Thomas, Columbus, Wis.)

be reminded that their work should not be confined merely to giving the children of the district the rudiments of an education but that they should be an influence in the community for bringing to the adults some of the better things of life.

2. One of the features of the training school work is the literary society. The students should be trained in conducting public meetings and preparing programs. The elements of parliamentary practice should be taught and sufficient drill given so that the young people may know how to conduct public meetings when they get into the school district. Many of the schools give special attention to the programs that can be given in the country communities either by the children or by the adults. Considerable material usable for these programs is thus accumulated and the student goes into the work with considerable available material. In some of the training schools the students have even given such programs themselves as part of their regular school work.

3. The training schools should impress upon their students that there is much available material for work in the country districts. They should be taught to study the resources of the community and in this way endeavor to get as many as possible of the people to take part. In this connection see Sections VII and VIII of this bulletin.

4. After the students get into the field the training school should, as far as possible, inspect their work. Not only should the training school be concerned with the character of their regular work in school but attention should also be given to the teacher's influence in the community. The training school faculty and the county superintendent may be the means of guiding the young people in their attempts to organize this work and in this way prevent many mistakes which might otherwise be made. The county superintendent and training school teachers are usually familiar with the local conditions and will be able to give beginners many valuable suggestions regarding the wisdom of undertaking certain lines of work in any particular locality.

5. It should be remembered that the social life of the training school itself has much to do with the preparation of the students for the social work they are to do in the schools which they are

to teach. In many of the training schools the social life is of the very highest order. The students feel as though they are at home. They frequently have little social gatherings in the schoolrooms and these add much toward establishing in the young people the right ideals, as well as giving them suggestions for their social work later on. Emphasis should also be laid upon the ethical training of the young people. Little lessons that are taught incidentally in the informal gatherings have much to do in establishing in the students the ethics of life.

6. The graduates when teaching should keep in touch with the training school through reports which may be more or less formal. The training school should try to find out what its graduates are doing and give as much encouragement and as many helpful suggestions as possible. In brief, the training school should feel that its function is to train the young people for the broader kind of service to the communities where its graduates are.

#### SUGGESTIONS TO THE COUNTY SUPERINTENDENTS

The county superintendent is the educational leader of the county. Upon his work depend largely the inauguration and progress of this movement. It is true that the county superintendent is overburdened with work and that much of this work is clerical in character and has very little to do with the real educational progress of the county. It is true, however, that the social and civic work he does in the county has as great a bearing upon educational progress as any work which he can do. The progress of the schools depends largely upon the intelligent interest taken in the schools by the people. The more evening meetings the superintendent can attend the more he can interest and inspire his teachers in the work, the more good he will be able to do for his people.

1. In some of the counties of the state the teachers have been organized into an association. The counties are divided into sections and each section has from one to three sectional teachers' meetings during the year. In these sectional teachers' meetings the social and civic work is being discussed.

This is an excellent plan. If the county superintendent can arrange his work so that he may be present with his teachers

he can give them valuable suggestions for pushing the work, and besides, the teachers learn from one another's experiences. One of the great drawbacks of the work of rural teachers in many localities is that the teachers themselves do not come together often enough to become acquainted. This disadvantage is increased in counties where there are no training schools, for these institutions are themselves unifying factors in getting the teachers to work together for a common purpose.

2. In counties where they do not have these sectional meetings the superintendent may call the teachers together some time at the beginning of the year and take this matter up with them. The suggestions may be given to all the teachers in a body.

3. Valuable suggestions may also be given by the superintendent to the teachers through circulars, bulletins, pamphlets and other publications from time to time. In many of the counties in the state the superintendents now publish monthly bulletins. Through these bulletins and other circulars the teachers are kept in touch with the movements throughout the county.

4. It is, of course, impossible for the county superintendent to be present at all the gatherings that may be held throughout the county. We should realize, however, that this is part of the educational work and that when the superintendent does attend these meetings he is performing a part of his regular duty. Many of our superintendents have done excellent work in promoting these meetings. In fact it may be said that a great deal of the progress that has been made during the past few years is due largely to the activities that have been promoted by the county superintendents and teachers. Many of the county superintendents would gladly do more of this work if they had sufficient help in the office in the form of clerical assistance, etc. It may be noted here that during the past few years the office duties of the county superintendents have been increased to such an extent that much of this vital work, including school supervision and the attendance at evening meetings, has been necessarily omitted.

When the county superintendent attends one of these evening meetings he usually gives a talk to the children and the parents. This is an exceedingly valuable feature of the program, for he can call attention to specific things that need to be looked after

in connection with the school. He can call attention to the importance of co-operation between the school and the home. He can give the parents advice and suggestions in a way that scarcely any one else can, for the reason that he is the educational supervisor of the county. He may thus be the means of stimulating the educational sentiment to a considerable degree and make possible greater things. Even the industrial development of the community may receive an impetus on account of his talk. He can also be the means of bringing to the district information regarding schools in other parts of the county and state. In brief, he can, by coming into contact with his people, become a vital educational force in the county.

5. It is well for the county superintendent to encourage the publication of educational news in the local papers of his county. When a good school program has been held in a certain district it is well to have it reported. Not only does it interest the people in the district where the program was given, but it may be suggestive to other districts.

The superintendent may also encourage the teachers to report to him the success of any meetings that he cannot himself attend. He may also be able to get some one else to address these meetings in case he finds it impossible to be present. There is in every county a considerable number of people who are willing to attend these gatherings and who are able to give the people valuable suggestions. It may be that the county judge, district attorney or some other person is available for this purpose. The county superintendent should take an inventory of the available material and then use it to the greatest advantage. In counties where there are county training schools located it is, of course, understood that the members of the training school faculty are at the service of the county superintendent at all times.

6. We find in some localities that the older people use a foreign language almost exclusively in their conversation, and many of them are unable to understand or to speak the English. In such instances some of the county superintendents have arranged to have educational talks given to the people by someone who is able to speak to them in their own language. In this way the people get a much better understanding of the purposes and needs of the common school.

## XIII

## COMMUNITY IMPROVEMENT THROUGH ORGANIZATION

In some localities the people after organizing, begin to work for some definite improvement in their home communities. The discussion in the meetings will assume some particular line of investigation or study, and after a series of meetings the members will begin to work in a concerted way toward some definite betterment of their community conditions. In his book entitled "Four Seasons in the Garden" Eben E. Rexford devotes one chapter to the discussion of village improvement societies. Any society or club may become a community improvement organization and in this way bring about co-operation in the betterment of rural conditions.

It is our purpose in this connection simply to call attention to a few matters that may be profitably taken up for consideration by local clubs or societies. We will discuss these briefly under the following heads:

1. Home conditions
2. Civic and social conditions
3. Industrial and economic conditions
4. Educational conditions

## 1. HOME CONDITIONS

The local organization may take up the study of such topics as home sanitation, home conveniences, home decorations, school and home grounds, buildings of various kinds. It often happens that there is considerable building going on in the community and the ideas regarding this subject that may be obtained from reading and discussion are exceedingly helpful. If a few families begin to improve their homes or home grounds, the example has an effect upon the entire community and sometimes even upon distant localities. People driving by a home that is tastily decorated will carry impressions into their own homes, which

may be far away. A few of the fundamental principles of landscape gardening can profitably be discussed in the winter meetings and the same principles put into practice the following spring and summer.

In this study the organization may be aided materially by publications of various kinds. The United States Department of Agriculture and the various state experiment stations issue bulletins on various subjects. These may be had free of charge by writing for them. Among these publications are the following:

Publications by Department of Agriculture, Washington, D. C.  
Farmers' Bulletin No. 126. Practical Suggestions for Farm Building.  
Farmers' Bulletin No. 270. Modern Conveniences for the Farm Home.  
Farmers' Bulletin No. 185. Beautifying of Home Grounds.  
Wisconsin Experiment Station, Bulletin No. 105. Improvement of Home Grounds.

The School Beautiful. This publication should be found in every school library. A copy may be obtained from the State Superintendent.

There are also many books on the market dealing with the subjects named above, and they will make an excellent addition to the community library.

The social value of discussions of this nature cannot be overestimated. When people come together for the purpose of discussing things that are to promote their personal and community welfare they are drawn together into a closer bond of fellowship than if they merely meet for the purpose of having a good time, or for the purpose of discussing some subject which is rather vaguely related to their interests.

## 2. CIVIC AND SOCIAL CONDITIONS

The welfare of the community depends to a great extent upon the proper administration of laws and ordinances. In order that these laws and regulations may be the most serviceable it is necessary that the people be intelligent respecting them. One of the dangers facing a republican form of government is ignorance. If popular government is to survive, it is important that the masses take an intelligent interest in the making and in the administration of the laws. It may frequently happen that a community would be improved by the enactment of a local ordinance. In such a case the desired result could be obtained just as soon as the majority of the people of the locality would

co-operate to secure its adoption. In other instances it may be that the betterment of the community depends upon the enactment of some general law, state or national. In this case results could be more readily obtained if the various organizations were in some way federated, as suggested in Section XIV. Civic betterment in a republic depends largely upon public opinion and intelligence and these in turn depend largely upon the attitude of the citizens toward one another.

If the people of the various communities could in some way find out under what social conditions people are living in various parts of the country, especially in the cities, there would be much more intelligent sympathy between the various sections. In many instances we do not know "how the other half lives." The social uplift of the whole human race depends to a great extent upon the intelligent sympathy that exists among the various classes and sections.

### 3. INDUSTRIAL AND ECONOMIC CONDITIONS

In many of the farmers' clubs of the state the principal topics for discussion are those which deal with farming. Thus the members will meet one evening and discuss growing corn. Some other evening they will meet to discuss the value of clovers. Such discussions are quite frequent and are profitable. The farmers' clubs may thus be considered an extension of the farmers' institute work of the state. These discussions frequently lead to definite co-operative action on the part of the people of the community. Thus in one section the people may decide to raise largely one certain variety of corn, in this way making that section noted for this particular kind. In another community special attention may be given to a certain breed of cattle and the section may become known far and wide for this particular breed. By co-operation the people of a community may in this way make it possible to make shipment by carloads and thus increase the returns from their farms.

It has been mentioned in another place (see page 50) that the question of distribution or marketing is just as important a question in economics as the question of production. How to sell the product to the greatest advantage is a question that is just as important as the question of raising the greatest possi-

ble quantity on a given area. One of the great questions confronting the American people to-day is that of getting the article from the producer to the consumer with the minimum expense. The solution of this depends upon co-operation. It is possible for a community through co-operation to materially increase its income, both through greater production of excellent commodities and the best possible distribution of these commodities among those who want them.

#### 4. EDUCATIONAL CONDITIONS

The kind of school that any community has depends largely upon the community itself. In our state every district is independent of every other district. Where the people have an appreciation of the value of an education a good school will usually be found, even though the community may not be wealthy. On the other hand, if a community is self-satisfied and has little appreciation of the value of an education, the school conditions will generally be poor, even though the material wealth is great. The improvement of a community may therefore be largely that of providing better educational facilities.

In a locality where the country schools have a small attendance, and where the physical conditions are such that children can be transported, the question of consolidation may profitably be discussed. The question is always a local one and must be worked out in the light of local conditions. Many communities have taken up the discussion of this topic and much information has been gained. A bulletin dealing with this subject may be obtained by writing to the state superintendent.

What has been said about consolidation may be said equally well of other matters, such as building a school house; introduction of new courses of study; purchase of a larger school site, etc. The advantages of the proposed innovation may be pointed out and the approximate cost determined. The community is then in a position to decide intelligently whether or not the proposed improvements are desirable or feasible. In fact, nearly every educational improvement is the result of more or less discussion and agitation among the people of the community.

One topic that might be profitably discussed under this heading is that of home reading. Attention has been called in another

place (see page 59) to libraries and the use that can be made of them. Reference was also made in the same connection to reading circle work. It is an excellent plan for a community to concentrate its effort upon awakening in the people a desire to read. In these gatherings it is well to have books or portions of books reviewed briefly and in this way to give the people an idea of what they contain. In many homes there is too little reading. In many instances the material read would be of a better grade if there were some one who could awaken in the people a desire for better things.

In some communities the local organizations have been the means of establishing lecture courses. From three to six entertainments of a high grade are brought into the community during the year and these do much to establish, in the young people especially, a higher ideal of what can be accomplished in the line of reading, music, etc. Many of the communities are now making use of talent obtained through the extension department of the university.

One phase of community improvement which deserves mention is that of special celebrations. There are communities that have become known for these events. Not only are these occasions of educational value, but they add to the civic and social uplift. As an example of such celebration we offer the following accounts of memorial day celebrations. Other descriptions could be given but space forbids the introduction of more.

"Neighborhood Observance of Memorial Day at Prairie Farm, Wis.

"The plan of holding neighborhood Memorial Day exercises at Prairie Farm is twenty-three years old.

"Mr. G. E. Scott, who is our state senator, and a very public-spirited man, was the first to conceive the plan of having the school children participate in the Memorial Day exercises. At first the attendance was small; but year by year it grew, until at last the hall where they were held was inadequate to accommodate the ever increasing attendance. Three years ago a minstrel troupe happened to be here, and they very generously donated the use of their tent, and the meeting was so successful that it was then and there decided to purchase a tent for future exercises. This year the attendance was over three thousand, and was participated in by twenty-three schools from Barron and Dunn Counties. The people came here from the surrounding country from a radius of fifteen miles, and the tent, 118 x 68 ft., was crowded to its capacity. The schools took part in the parade to the various cemeteries and in the decoration of the graves, and during the afternoon rendered appropriate exercises in the tent.

"The expenses of the day's observance are met by subscriptions from the business men, all of whom cheerfully respond to the call.

"The exercises last until 10:30 P. M. This year the congressman from this district delivered an address to the veterans, and in the

evening the exercises were opened by a prayer and interspersed by vocal and instrumental music furnished by local talent."

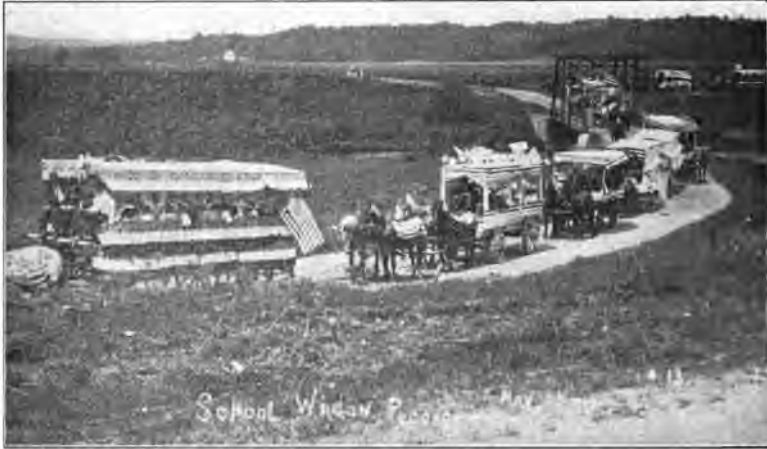


Figure 12. Memorial Day celebration at Prairie Farm.

In another county the three schools of a town unite to hold exercises. The following description was given by one of the teachers:

"It has been the custom of the people of my district to have a picnic and feast on Memorial Day in a neighbor's orchard, and then march up to the cemetery after dinner and decorate the graves. We thought a better way to celebrate on such an occasion would be to have an afternoon program at the town hall just across the road from the cemetery.

"The three school districts met and worked together. We tried to make it a solemn occasion and yet interesting. To make it really effective each school trimmed a large framework set on a wagon box with bunting and rope, covered with evergreen. We borrowed a neighbor's team to take us to the hall. Each child carried a flag and a basket or box of flowers covered with tissue paper. Some had pretty wreaths in the shape of an anchor. We met at the town hall and each school marched in double file, the small pupils leading.

"Our program was started with the song "America" and contained only patriotic selections. Drills of various kinds were given.

"We had no difficulty in making arrangements, as everything was willingly loaned us. Our help was plentiful. One afternoon five or six of the grown-up girls and boys helped wrap the ropes with evergreen, and another afternoon others came and trimmed the wagon.

"Our attendance was about two hundred people (which is the total population of the town). Some drove about ten miles while others came into town on the train. The hall was filled with people and many had to remain outside. It was an enjoyable event and we have been asked to have another program next year."

## XIV.

## FEDERATION OF RURAL ORGANIZATIONS

Sauk county has taken a leading part in the formation of rural organizations of various kinds. The Skillet Creek Farmers' Club is one of the pioneer organizations of the country and is well known to students of the social center movement. Other organizations have been formed from time to time and these organizations have done much both to increase interest in school work, and to improve rural conditions.

Sauk County has led in a movement which is written up in this bulletin as a suggestion for other counties. The following article was prepared by George W. Davies who is the county superintendent of Sauk County.

## SAUK COUNTY COUNTRY LIFE ASSOCIATION

SUPT. GEO. W. DAVIES, North Freedom, Wis.

In July, 1911, there assembled at Devils Lake a large enthusiastic, pleasure-loving crowd of country people. These were the farmers and their families who were associated with the country life organizations of Sauk County.

The purpose of this meeting was to bring the country clubs of the county into closer fellowship through social enjoyment and outdoor recreation. The day was spent in boating, swimming, bluff climbing, picnic dinners, addresses and field sports. The meeting was well attended and it was decided by those in charge of the day's program, to call a meeting the following winter to federate the rural organizations of the county.

This meeting was called in connection with a teachers' institute held at the Training School in Reedsburg, February 16-17, 1912. Representatives were present from the Skillet Creek Farmers' Club, Kirkwood Agricultural Society, Narrows' Prairie Country Club, Klover Klub, Excelsior Lyceum, Skillet Creek Bachelors' Club, Fairfield Bachelors' Club, Arachne Club, Ex-

celsior Choral Club, and Ladies' Clubs of Delton, Fairfield, Glenville and Baraboo.

At a business session of the delegates a constitution and by-laws were adopted and officers were elected as follows:

Pres. Wm. Toole, Baraboo

Vice Pres. Earl Thomas, Fairfield

Secretary Geo. W. Davies, North Freedom

Treasurer Mrs. Geo. Hengster, Excelsior

A pleasant feature of the meeting was a picnic dinner served in the Training School gymnasium to about seventy-five people.



Figure 13. First annual picnic of Sauk County Country Life Association, Devil's Lake, July 27, 1911. (Courtesy of Supt. G. W. Davies.)

The program of the afternoon follows:

Song ..... Training School girls  
Address—Scope and Influence of Farmers' Clubs..Prof. Geo. Wehrwein  
President's Address (Our Future Possibilities).....Wm. Toole  
Music

Reports:

Farmers' Clubs.....Mrs. Guy Weidenkopf

Literary Societies.....Earl Thomas

Ladies Societies.....Mrs. L. H. Palmer

Bachelors' Clubs.....Albert Wichern

Address—The Teacher as a Leader in Community

Life ..... Prof. W. H. Cheever

Music—

#### Evening Program.

Music—

Introductory Remarks.....Geo W. Davies

Talk—The Country Life Movement.....W. E. Smith

Address—Heredity and Environment.....W. H. Cheever

SAUK COUNTY COUNTRY LIFE ASSOCIATION—CONSTITUTION

Article 1—

This organization shall be known as the Sauk County Country Life Association.

Article 2—

The object of this association shall be to encourage the formation and existence of Farmers' Clubs and kindred rural organizations and through association meetings to promote the dissemination of knowledge and the advancement of measures of general benefit to the rural residents of the county. We believe that through such organizations, by exchange of ideas and union of influence, the various communities of the county may be benefited (1) socially, (2) materially, (3) morally, and (4) intellectually.

Article 3—

Any rural society in the county may become a member of this association upon application to the Secretary and payment of annual dues of one dollar for each society.

Each society shall be represented in this association by a delegate for each ten members or major part thereof. Those delegates with the officers shall constitute the governing body of this association.

Article 4—

The officers shall consist of a President, Vice-President, Secretary, Treasurer, and one director from each class of societies, as follows: Farmers' Clubs, Literary Societies, Bachelors' Clubs, Women's Clubs, and local Old Settlers' Clubs. These officers shall constitute the executive committee.

The directors shall be chosen each from their own class of societies by their respective divisions. If any divisions fail to elect their directors, they shall be chosen by the association.

Article 5—

The annual meeting for election of officers and transaction of other business shall be held at such time and place as shall be chosen by the executive committee.

Article 6—

The officers shall be elected by ballot at the annual meeting and must be members in good standing of some society which is a part of this association, and may or may not be delegates to the annual meeting.

Article 7—

The officers of this association shall during their term of office be ex-officio members and be entitled to all the rights and privileges of delegates.

Article 8—

An Annual Summer Picnic shall be held.

BY-LAWS

No. 1—

The executive committee shall prepare programs for the annual meetings, annual picnic, and any other meetings which may be held and have general management of the affairs of the association.

## No. 2—

The President shall preside over all meetings when present and be the executive officer of the executive committee. He shall fill vacancies of officers when such occur between times of Annual Meetings, and deliver an address at the annual meeting.

## No. 3—

The Vice President shall act in place of the President during his absence or at his request.

## No. 4—

The Secretary shall keep records of all meetings, and with the President sign all orders and attend to the correspondence of the association.

## No. 5—

The Treasurer shall have charge of the funds of the association; pay bills or orders from the President and the Secretary, and make a report to each annual meeting.

## No. 6—

It shall be the duty of the Secretary of the association to assist those desiring to organize societies by furnishing names of suitable persons to help in such organization work. The actual expenses of speaker or organizer shall be paid by those who accept the service.

## No. 7—

Honorary life members may be added to the roll of membership in the following manner: All names of candidates must be submitted to a committee of five to be appointed by the President. The name if reported favorably shall be subject to the endorsement of the association. Not more than two life members shall be chosen at any one annual meeting.

## No. 8—

The officers of this association shall assume the duties of their respective offices immediately upon the close of each annual meeting.

## No. 9—

## Amendments.

This Constitution or accompanying By-Laws may be amended at any annual meeting of the association by a two-thirds vote of the members present and voting.

## XV.

## SOCIAL AND CIVIC CENTER WORK IN WISCONSIN

It is impossible in a bulletin of this size to give a complete account of the Social and Civic Center Work done in our state. Many excellent accounts have been sent to the Committee by county superintendents and others showing that in many communities meetings of various kinds are being held. At first the Committee had in mind to get an account of the work done in each county, but this did not prove feasible. We have, therefore, compiled the information received into one article and in this article mentioned the various phases of work. Quotations from letters of county superintendents have been given in places where special suggestions have been made or items of special interest touched upon.

## 1. Special School Entertainments and Kindred Activities

Of the 38 county superintendents who replied to questions sent out by the Committee, all stated that special school programs are being given in nearly all the schools of their respective counties. These programs, as a rule, are given on special occasions, such as Thanksgiving, Christmas, Washington's Birthday, etc., and the selections are therefore generally suited to the season. In some schools, however, programs of a more general nature are given. Supt. Myrta D. Cuenot of Juneau County writes:

"A number of the schools have given evening programs to which the parents and friends have been invited. At these programs the boys and girls have demonstrated the use of the Babcock tester and farmers have been interested in its use. Corn has been judged, essays have been read dealing with corn selection, seed testing, different methods of seed drying, etc. Other schools have given a parents' day. Parents have been asked to come and see the regular work of the schools. The people respond to this very heartily."



Figure 14. Fathers of District No. 15 North Lancaster, Grant County, Wisconsin, who have time to drop the work on the farm and join the children on closing day.. (Courtesy of Supt. J. C. Brockert, Lancaster, Wis.)

In many of the school board conventions last year the matter of school programs was touched upon and it seems that an impetus was given to the work. Many of the county superintendents have also encouraged the work by giving suggestions to their teachers and by attending these functions whenever possible. Supt. Geo. A. Bassford of Door County writes that about 200 meetings have been held in his county the past year and of these he has attended 26. Supt. Jesse A. Van Natta of Iowa County writes: "This has been a banner year for the social center work in our county and four schools out of five have had some of the work." Supt. J. C. Brockert of Grant County writes that the social and civic center work has been carried on very extensively in his county. Many of the other superintendents make similar statements.

In 19 counties reference is made to the fact that basket sociables are being held in the schools in connection with the programs. At these gatherings money is being realized from the sale of baskets and the funds thus secured are used in purchasing articles for the school room, especially musical instruments and pictures. The meetings thus have a tendency to get the people to take an interest in the appearance of the school room as well as to provide recreation for the people.

Supt. Bassford writes regarding the meetings held in Door County that at many schools exhibits of school work for the year were displayed. These added greatly to the interest taken by the parents.

Towards the end of the school year many schools have picnics. Sometimes each school has a picnic of its own but more frequently several schools join for the occasion. Regarding this matter Supt. Genie Laws of Dane County writes:

"There was a general awakening on the part of the people in the matter of entertainments at the school houses. Scarcely a district under my supervision but held one or more meetings and the activity continues in the form of joint picnics, a goodly number of which will be held the latter part of May and the first part of June. In these gatherings four or five schools unite in preparing a program to be given at some central point and the people of the districts turn out in large numbers.

"Results observed from all this work are very marked in several instances. There is a greatly increased feeling of good fellowship among old and young and a lessening desire on the part of the young to seek entertainment outside of the district. There is an improved condition in the equipment of the schools and interest in school work is aroused both on the part of the patrons and pupils."

These school gatherings sometimes take the nature of "Parents' Meetings." In addition to the program given by the children an outsider may be present to give an educational talk. This practice has been mentioned in Section VI. (See p. 55). In Columbia County these meetings have been held quite extensively. Supt. C. W. Smith writes:

"Of the 142 rural schools, 68 per cent have had sociables of some kind once or more during the past two years. The number is increasing each year. A feature of the occasion is the presence of parents. The programs consist of speaking, singing, etc. There is also a tendency to select better recitations.

"We have held, besides the above, 71 parents' meetings, at which Prin. S. M. Thomas of the County Training School, and myself have given lantern pictures and talks. This year the meetings are crowded and we have calls thus far (February) for 76 parents' meetings in the county."

Supt. Frances C. Bannach of Portage County writes:

"We have had a parents' meeting or some such gathering in every school in the county and a large number of teachers have had several sociables or meetings during the year. The teachers have worked very earnestly to create school spirit in their various districts and I feel that we have reason to feel satisfied with the year's work."

Regarding the work in Marinette County, Supt. R. C. Ramsey writes:

"Saturday afternoon and evening meetings for farmers and their families have been held in the school houses throughout the year. Questions on agriculture have been discussed, contests for judging corn have been held and matters pertaining to household economy taken up."

Some of the superintendents make mention of the fact that the teachers who help to make the school a social center are ap-

preciated by the people of the community. Supt. Cynthia Carlisle of Pepin County writes:

"As to the results from these gatherings, I have noticed that the teachers who make the greatest effort to interest the parents in the school work are the happiest in their work, do not change schools so often and get a raise in wages."

Supt. O. E. Rice of Rusk County writes:

"Most of our schools the past year especially have taken up the work of the social and civic center movement, and a considerable number of them have done excellent work. Pupils and parents are interested and not a few of the teachers are re-engaged in the same districts at increased salaries, which shows something of the appreciation the people have for the work done by the teacher."

In some of the counties agricultural school fairs have been held in the fall at which pupils have exhibited the products raised during the summer in their home gardens. These gatherings are exceedingly commendable. The practice is growing. Reference has already been made to the fair held by the Union High School at Livingston, Grant County. (See p. 39). In Manitowoc County several agricultural fairs are held each year. In some instances the individual district has its fair while in other cases several districts join. Sometimes the schools of a town unite for the exhibit. In connection with the exhibit a program is given.

Regarding the value of the school fairs, Supt. Geo. W. Davies of Sauk County writes:

"Harvest programs are held in connection with school fairs. Most of the programs are those in which not only pupils but also the older people of the community take part. I have been present at more of the last kind and have noted that these programs bring out people of the district who never have been in the school house before. They brought the people together and were often the starting of rural clubs or similar organizations.

"Nothing has met with such success this year among the schools of the county as the district and town fairs. . . . . The things exhibited were all kinds of garden vegetables and household articles, as well as regular school work."



## 2. Special Educational Campaigns

Special educational meetings have been held throughout the state at which addresses on educational subjects have been given by teachers from the Normal Schools, County Training Schools and other institutions. By an arrangement made by the Board of Regents of Normal Schools, some of the members of the faculty from each school visited teachers in the elementary schools, especially their own graduates. While these teachers were visiting some of the schools in a county, the superintendent usually planned to hold evening meetings at which educational addresses were given. Sometimes addresses were given in connection with teachers' institutes. Much interest has been aroused in this way. The members of the County Training School faculties do much of this work in their own counties. Reference has already been made to the work done in Columbia County. We quote the following from a letter written by Supt. Maybelle Douglas of Adams County:

"Three lectures have been given (during the past year) in different parts of the county in connection with teachers' meetings. The attendance was large and the people expressed a desire to have meetings of an educational and social nature oftener. At one place they were so much interested that they held a basket sociable and raised money to pay for another lecture and asked the same man to return."

Supt. Neva Adams of Washburn County reports that with the assistance of Prof. John Phelan of Stevens Point she held evening meetings in districts that do not have much social activity and that these meetings were much appreciated.

During the year members from the State Department of Education do as much of the work as possible. The rural school inspector states that during the past year he has attended over 30 meetings in addition to the 82 school board conventions at which he has been present. Other members of the department have also taken part in the work.

## 3. Contests of Various Kinds

The Committee sent out questionnaires to the county superintendents of the state to ascertain what work is being done in the

way of contests. Replies were received from most of the superintendents.

These contests are managed in various ways. Some are purely local and are participated in by the pupils of one district. Sometimes two or more districts unite for this work. In some instances the schools of a town have a town contest. In most cases, however, the county is the unit and the final contest takes place either at the county commencement or the county fair. Where county contests are held, however, they are usually preceded by local or town contests of various kinds.

From the replies received from the county superintendents we have made the following tabulation of the contests held in these counties:

Spelling .....	43
Adding .....	4
Arithmetic (usually includes adding also) .....	18
Declamation .....	10
Reading .....	1
Geography .....	1
Language .....	1
Writing .....	11
• Essay .....	1
School Credit for Home Work .....	1
Manual Training .....	2
Sewing .....	3
Cooking .....	3
Ax Handles .....	1
Rag Rugs .....	1
Aprons .....	2
Bread Making .....	1
Athletics .....	3
Corn .....	35
Barley .....	7
Oats .....	10
Alfalfa .....	7
Potatoes .....	3
Poultry .....	1
Tomatoes .....	1
Peas .....	1
Sugar Beets .....	1
Grain .....	1
Acre of Corn .....	2
Home Garden .....	2

The above list is undoubtedly incomplete but it shows somewhat the extent of these activities. The exhibits made by the children at the County Fairs and other places are very creditable and do much to increase the interest both of children and parents. These gatherings also add much to the social life of the

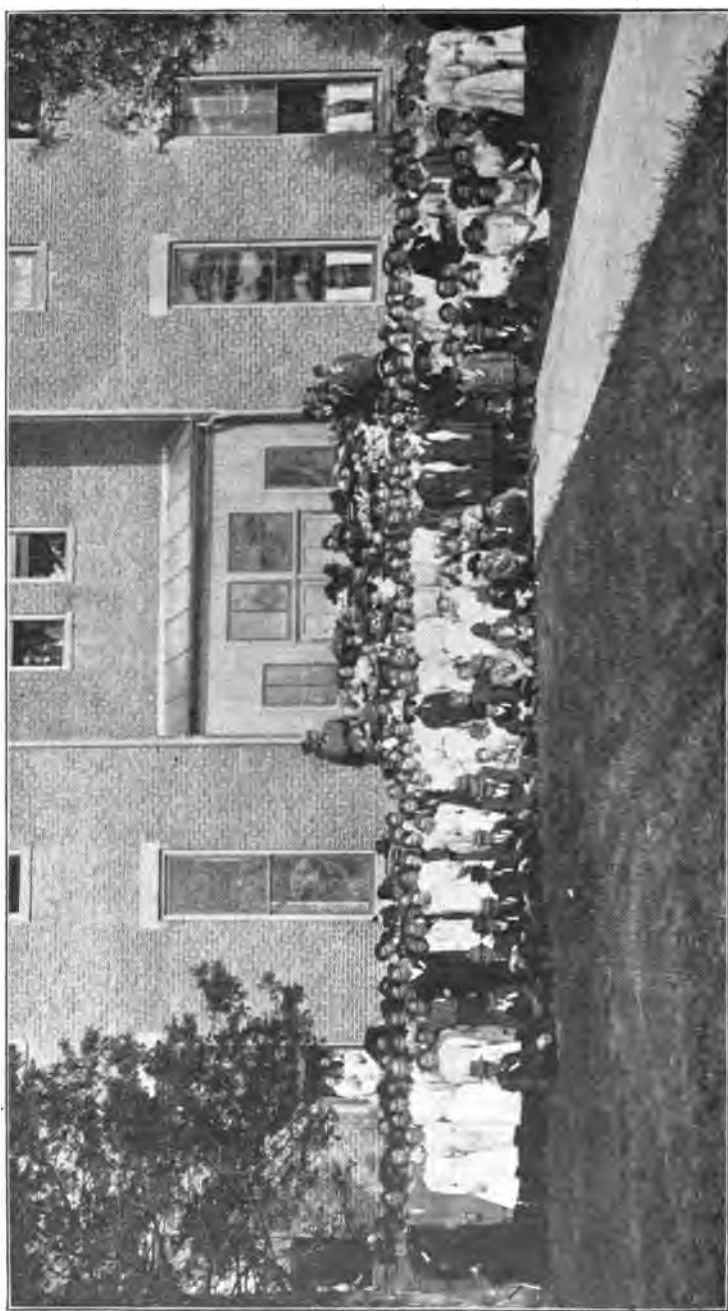


Figure 16. Grant County arithmetic, spelling and writing contest, Lancaster, Wisconsin, May 5, 1911.  
(Courtesy of Supt. J. C. Brockert.)



Figure 17. The Winners.

people. Whenever parents become interested in the work of the children the social life of the home is enriched. There is developed a sympathy between the old and the young which is the very foundation of genuine social life in the family and the community.

Some of the superintendents speak highly of the practice of giving school credit for home work. Whatever serves to interest the children in the betterment of the home is pronounced as exceedingly important to true progress.

Supt. W. G. Mase of LaFayette County gives some information which may be helpful to others and we quote the same here:

"A number of our rural schools have formed leagues and are holding monthly contests. A contest will be conducted at the close of the school year for the winners in the monthly contests. Various contests will be held on one day of the County Fair for the various classes of pupils in the county.

"We have a County Agricultural Club for men and boys. The regular annual meeting was held on the 26th of February. An illustrated talk on "Agriculture" was a feature of the evening program."

The following is from Supt. H. A. Aune of St. Croix County:

"This year we are starting on oat-growing and alfalfa contest. We have organized our boys into a club known as "The St. Croix County Boys' Corn Club." Nearly 900 boys joined this club when it was organized; some others have been added since and some have been dropped. Pedigree seeds are furnished free to these boys by the Wisconsin Experiment Station and prizes are offered for the best exhibits made at our annual corn show. The first prize in each contest is usually a scholarship to the young people's course given at the College of Agriculture. A number of cash prizes are also given. Valuable results have been noted from these contests in the way of getting boys interested in school work and the parents as well."

Of the 41 superintendents reporting that county fairs are being held in their counties, 37 report that the fairs have educational departments. Of these 33 report that the educational exhibits include farm products raised by the children.

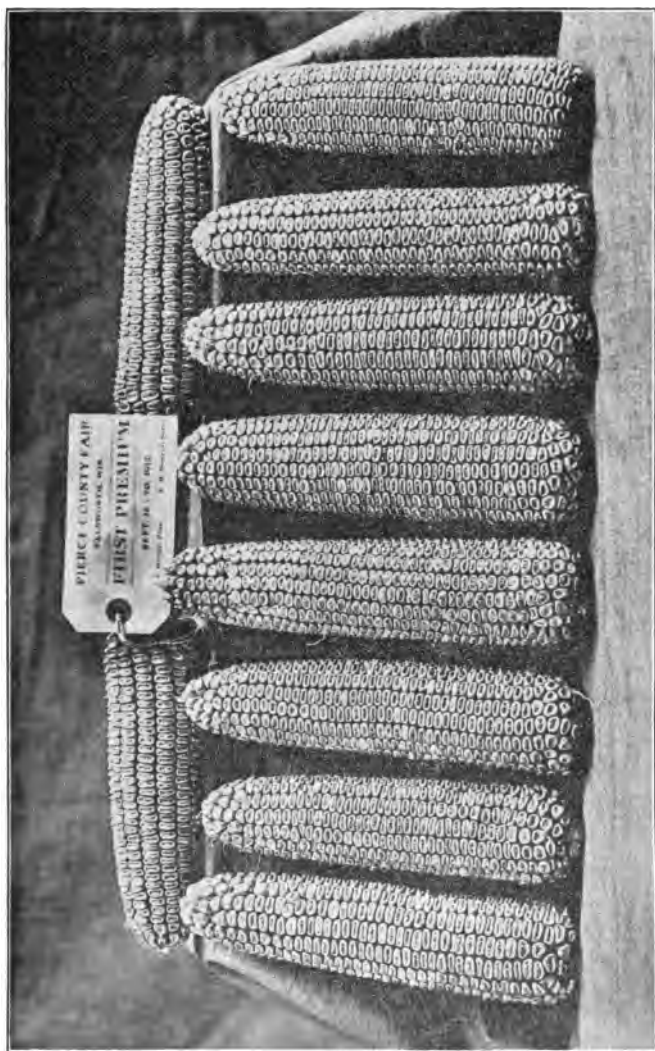


Figure 18. First premium in Boys' and Girls' Corn Contest. Raised by Fred Casson, Maiden Rock, Pierce County, Wisconsin. (Courtesy of Supt. O. F. Mattson, Ellsworth.)

#### 4. Graduation Exercises

Central country school graduation exercises are being held in 16 counties of the state. In many of the counties it is very difficult to get the children together at one place and so local exercises are held. Fifteen counties are reported to have the latter plan. Regarding the matter Supt. W. G. Mase of LaFayette County writes:

"All rural school pupils meeting the requirements for a common school diploma are required to take part in regular commencement exercises before receiving their diplomas. At least sixty of our rural schools conducted exercises during the months of May and June, 1912."

In Eau Claire County exercises were held at four places in the county and in Chippewa County at three places. In Richland County township commencement exercises are held.

These exercises serve many purposes. Not only are they social functions but they are stimuli to greater educational efforts and do much to raise the standard of the schools of the county.

#### 5. Special Celebrations

Mention has been made of the fact that special programs are frequently given by schools to commemorate certain days. In some localities these celebrations are really community undertakings, although the schools are important factors. See reference to the Memorial Day celebration at Prairie Farm, p. 86.

Ten county superintendents make special reference to the celebration of Memorial Day in their counties. It is not to be understood, however, that this day is not celebrated in other counties. Supt. Theresa Leinenkugel of Eau Claire County writes:

"In two different towns of the county Memorial Day exercises are held. At Ludington four schools unite and give a program consisting of patriotic selections and songs at the school house. After these exercises the pupils, teachers and all the people march to the cemetery and decorate the soldiers' graves. In the town of Clear Creek three schools unite and have a program consisting of patriotic recitations and songs at the school house. A G. A. R. man who lives in this town usually gives the talk at the

school house, telling some of his experiences during the Civil War. The cemetery is directly across the road from this school house and after the exercises all march to the cemetery to decorate the soldiers' graves."

Supt. A. G. Meating of Outagamie County reports that several districts have an elaborate Memorial Day program each year in connection with the local G. A. R. and W. R. C. organizations.

Several years ago a Memorial Day Association was organized at Valders, Manitowoc County. The celebration was held in a grove near the cemetery. The people came great distances to the exercises and the celebration was one of the greatest events of the year. The neighboring schools participated in the program. Usually some noted speaker delivered the address. The celebrations are still held, though not on so extensive a scale.

From Richland County Supt. J. B. Logue writes as follows:

"Four Sane Fourth Celebrations were held in the county last year. Memorial Day exercises are held in several localities each year. Sextonville has built a hall and has public meetings of all kinds and for several years has maintained a lecture course. Eight institutes or teachers' meetings were held during the fall and winter and in connection with each of these we have had a well attended evening meeting. These meetings have been addressed by President W. J. Sutherland, Prof. J. C. Engleman, Prin. A. A. Thomson of the training school, Prin. E. G. Doudna of the high school, and the county superintendent. Prof. C. J. Galpin of the University addressed one of the meetings on social center work."

The following account of an Old Settlers' Picnic is reported from Racine County by Supt. G. J. Zimmerman:

"In Racine County there is held annually an Old Settlers' Picnic at Union Grove where they have a park about twelve acres, fitted up permanently for the occasion. This is also where the educational and athletic field meet is held. For this picnic usually some person of state or national note is engaged to deliver an address to the Old Settlers. This picnic is always held on the last Thursday in June. Special trains from both east and west bring thousands of people to the grounds. At the last picnic about five thousand people attended. In the afternoon the fastest base ball teams meet to play for prizes and a large purse. It is

a great day for the county. County and city people meet at this gathering to renew old acquaintances and make new ones."

#### 6. Farmers' Institutes and Kindred Meetings

During the winter months Farmers' Institutes are held throughout the state under the direction of the College of Agriculture of the University. The conductors are practical farmers from various parts of the state. The institutes continue one or two days, and practical farm topics are taken up for discussion. An evening program is usually given to which the schools of the neighborhood contribute. An address of an educational nature is a feature of this program. Of late there is a tendency to include for discussion at the Farmers' Institute topics of educational, social and economic importance, as well as those dealing purely with the various phases of agriculture.

A cooking school is maintained in connection with many of the institutes. In some places products and articles from the farm and home are exhibited and prizes given. This feature adds to the interest of the gathering and exerts an educational influence as well. Sometimes the neighboring school closes for part of the time and the children attend the institute. Occasionally we find the teacher the prime mover in securing the institute for the community.

In some localities other institutes than those provided for by the University are held. Some local people arrange for the meeting place and plan the program. Help is frequently secured from the College of Agriculture for these meetings and in most places local people make up a large part of the program.

Supt. J. H. Hamlin of Lincoln County writes:

"The county superintendent in conjunction with the principal of the county training school has taken over a good share of the management of the Farmers' Institutes of the county. This work had come to a complete standstill for various reasons and we sought to revive it by holding evening meetings in places that were easily accessible. Mr. Cole, principal of the county training school for teachers, spoke upon such subjects as, 'The Business of Dairying', 'Corn Growing in Lincoln County', 'Alfalfa', 'Drainage', 'Tilling the Soil', 'Co-operative Cheese Factories', 'What Can be Done with the Babcock Tester and the Milk Sheet',

'How to Make the Scrub Herd Pay', etc., while the county superintendent discussed such subjects as, 'Agricultural Opportunities for Lincoln County', 'Our Schools', 'What the Farmers' Schools Should do for the Farmer', 'Importance of Habit in all Industries', 'Teachers and their Work', 'The New Rural School', etc. This evening work soon grew into one, two and three day institutes and assistance was needed to carry it on. This assistance was secured through the State Veterinarian's Office, the United States Department of Agriculture, the State Agricultural College, the Marathon County Agricultural School, the Wisconsin Highway Commission, local veterinarians and others. We have had such workers in our institutes as Prof. E. J. Delwiche, Prof. J. C. McDowell, (U. S. Department of Agriculture), Dr. A. H. Hartwig, Shepherd Frank Kleinheinz, Prof. J. C. Donaghey, Prof. E. L. Luther, County Agricultural Representative of Oneida County, and others."

In some portions of the state courses have been given usually under the auspices of the county agricultural school, though sometimes under the auspices of a county training school. These sessions usually continue a week and are really schools in which adults are enrolled for the purpose of studying more in detail some particular phase or phases of farming. These gatherings help to foster the social center movement, as they often become the means of training leaders in the communities.

### 7. Neighborhood Organizations.

It is impossible for the Committee to give a complete account of the neighborhood clubs in the state. In many localities these organizations are still in the formative state. As suggested in another place (p. 71) it is not always wise to urge this movement unduly in certain localities, but rather let it grow slowly. In many of the counties the conditions are very much as indicated by the following report of Supt. W. E. Switzer of Waupaca County.

"The social center work has been started in a number of communities in different parts of the county. In some places they have been working two years but have not definitely organized. I think a number of farmers' clubs will organize the coming winter. There is talk of forming a County Country Life Association at our contest in 1914."

Sauk County is one of the leading counties in the state for rural organizations of various kinds. Supt. Geo. W. Davies reports as follows:

"There are eighteen strong organizations that have become members of the Sauk County Country Life Association and some other good rural organizations that have not yet joined. An annual meeting of all the clubs is held each winter. Officers are elected, directors appointed and many good lectures are given. An annual picnic is held at Devil's Lake in the summer. All of the clubs hold their meetings every two weeks. (See p. 89).

"The object of this association is to encourage the formation and growth of farmers' clubs and kindred rural organizations, and through association meetings to promote the dissemination of knowledge and the advancement of measures of general benefit to the rural residents of the county. We believe that by exchange of ideas and union of influence the various communities of the county may be benefited materially, socially, intellectually and morally."

Winnebago county is also noted for its rural organizations. Supt. H. B. Patch reports that the Farmers' Clubs, Granges and American Society of Equity Clubs total more than twenty organizations. Many of these clubs do excellent work. Questions of current interest have been discussed or debated, and much has been done to disseminate knowledge pertaining to these questions.

Manitowoc County has for many years been noted for the interest taken by the people in educational affairs. Much of this interest is due to the work done by the teachers and others in promoting community gatherings. The school programs have often developed into literary societies and farmers' clubs. Supt. C. W. Meisnest informs us that, "In addition to these activities (contests, school programs, etc.) there are seven active farmers' clubs in the county at present. These clubs hold regular meetings; some every two weeks, others once a month."

Regarding the organization of neighborhood clubs Supt. C. W. Smith of Columbia County writes:

"We do not organize 'clubs' unless requested to do so. In Lodi such a club has done some effective work in improving the school sentiment. Another is organized in Kilbourn.

"We find from three years of experience that it is better to consider all as members and encourage all the people to attend the called meetings in country neighborhoods.

"Last year we organized the county into five sections, each having a chairman and secretary. Ten meetings of teachers, parents and school officers were held. This work was easily accomplished because of the interest taken by the parents and school officers."

Supt. Jessie N. Smith, Bayfield County, sends the following report:

"Cable has a society that aims to improve and beautify the town. Some excellent work has been done and much interest has been shown. Cornucopia, Bayfield, and the town of Washburn have improvement societies."

The beginning of this social center work is very often on a small scale. In Section VI (p. 55) it was suggested that addresses and exercises might, in some localities, be given in a foreign language, at least in part. The following is an extract from a letter sent to County Superintendent W. P. Hagman of Ashland County, and shows that where there is willingness and determination to serve, a leader may use methods which in some communities might be called peculiar:

"We had our first neighborhood meeting on February 22. The children furnished the program. You know that some of my children cannot speak English, so we had some of the recitations in Finnish. We also had songs in both languages. Not one of the parents could speak English or understand me, so I had one of my pupils interpret all I said to them. We served refreshments which had been provided by the teacher. The parents shook hands and seemed happy and appreciative. The children said their parents wanted us to have another afternoon like that."

We are especially pleased to have the above extract as it illustrates a phase of social and civic center work which is seldom mentioned. Teachers and others who are doing this work deserve the highest praise.

From Douglas County Supt. Olga Larson reports:

"In two towns active social centers have been organized with regularly elected officers and committees in charge. One of these (joint district towns of Hawthorne and Bennett) was organized in connection with the dedication of a new one-room rural school building; the other is held in a village school (Bennett). The teachers in both of these schools have taken an active part and have secured excellent co-operation on the part of the community. In both organizations are a president, vice-president, sec-



Figure 19. Parents' Day, District No. 3, Town of Hawthorne, Douglas County, Wisconsin. Transportation rig at left.  
(Courtesy of Supt. Olga Larson, Superior.)

retary, treasurer, and three extra vice-presidents who serve as chairmen on committees having in charge: 1. Programs; 2. Legislation and grounds; 3. Social affairs. \* \* \* The success of these two has encouraged plans for similar organizations in other localities of the county."

Three farmers' clubs have been organized in Walworth county during the past year. One is in the town of Linn, south of Lake Geneva, and is known as the "Lake View Farmers' Club". Supt. Helen Martin reports that several excellent meetings were held the past winter and that the members expect to meet occasionally during the summer. The second organization is known as the "Sugar Creek Farmers' Rural Club" and has had some speakers from the university as well as several programs by the

members and pupils of the school. The third is known as the 'Lauderdale Lake Farmers' Club.' Good work is reported by the county superintendent from both of these clubs.

Supt. A. G. Meating of Outagamie County reports as follows:

"The South Greenville Grange has an annual picnic in June at which time the rural schools of that township participate in a school program. School district No. 4, Grand Chute, has organized a social center. They have had a school program and afterwards decided to organize and meet regularly. A special farmers' institute was held at the school this winter. Two other school districts are planning to have regular meetings in their school houses."

In Rusk County a somewhat unique organization has been effected. Supt. O. E. Rice writes:

"A county-wide farmers' club with ninety members held an enthusiastic meeting at Bruce, February 20. The general welfare and the development of the county were the chief topics."

A club has been organized and is doing well in the line of community development at Ephraim, Door County. It has regular meetings and the discussions are exceedingly interesting.

Supt. Genie Laws of the western district of Dane County reports the organization of the Blue Valley Farmers' Debating Club. She also says: "In district No. 1, Madison, the social center work has reached a high state of development. Mr. E. N. Warner, district clerk, and one of the prime movers in the enterprise told of the marked results in an address to the Country Life Conference held in Madison, February 1, 1913." (The proceedings of this conference are published in pamphlet form by the College of Agriculture.)

A farmers' club has been organized in the Liberty Prairie district near Deerfield, Dane County, and regular meetings are held.

The following are a few brief reports from various counties:

"We have one neighborhood association with a membership of about forty."—Supt. Maybelle Douglas, Adams county.

"We have the Agricultural Experiment Association and the Farmers' Equity meetings. Farmers are discussing their problems at these meetings and have also speakers from outside."—Supt. Geo. V. Kelley, Green Lake County.

"The Equity has a large membership in parts of this county. Regular meetings are held and a large society building has been erected at Gays Mills."—Supt. Geo. Burton, Crawford County.

"There are five or six Granges in the county, which meet at the school houses and I think that in each case the teacher is a member, if not a leading factor, in the Grange meetings."—Supt. A. M. Arveson, Langlade County.

"We have two farmers' organizations, both of which were started as a result of work done at evening meetings and Farmers' Institutes. These movements are now organized as Granges and hold regular meetings in their respective localities. One has a membership of fifty, the other about twenty-five."—Supt. J. H. Hamlin, Lincoln County.

"There have been organized under the auspices of the County School of Agriculture two farmers' clubs, both of which seem to be in excellent working condition. Much extension work in the way of farmers' meetings, etc., is being done by this school. In connection with one of the rural schools a mothers' club has been formally organized, which is causing considerable interest in the community."—Supt. B. F. Oltman, La Crosse County.

"I have no definite data on hand regarding farmers' clubs, although several hold regular meetings."—Supt. Oren D. Stiehl, Jackson County.

"We have several community welfare clubs but the work is not yet organized."—Supt. Duncan H. Reid, Marquette County.

"A potato growers' association for the purpose of securing better potatoes for seed has been quite successful."—Supt. Martin Stenerson, Polk County.

"There is one farmers' club in the county."—Supt. J. B. Logue, Richland County.

"I have no definite information in regard to the number of farmers' clubs in the county but I know that a number of such clubs exist. A club that I am familiar with holds its meetings once or twice a month. The program consists of debates, addresses, and school programs."—Supt. H. A. Aune, St. Croix County.

"We have three farmers' clubs. One community, Sayner, has a lyceum every Saturday evening."—Supt. Grant Cook, Vilas County.

"There are about eight farmers' clubs in the county. The teachers assist with the programs. The Mackie Valley District probably has the most effective club and holds the largest number of meetings with outside speakers."—Supt. Neva J. Adams, Washburn County.

The matter of refreshments has been alluded to in several instances. In a few communications we have been cautioned against an abuse of this practice. The famous "Skillet Creek Club" of Baraboo, perhaps the pioneer club of the state, which, by the way, meets at the homes of the members, does not furnish refreshments at its meetings. Reporting on the success of the Sayner Club Supt. Grant Cook of Vilas County remarks: "One of the most surprising features was the absence of lunches and spreads. Only at the first public meeting was there a lunch." The matter of serving refreshments can easily become a burden which may be the means of breaking up the work or result in uncomfortable competition.

Reference needs also to be made to other organizations of a rural nature, though lack of space prevents further elaboration. The Wisconsin Agricultural Experiment Association has already been mentioned. Dairymen's associations and co-operative societies of various kinds have been organized and all these have a tendency to unite country people in their business interests. Breeders' associations for livestock improvement are becoming quite common. Potato growers' and fruit growers' associations are increasing in membership. Clubs have also been organized for the protection of wild life, especially the song birds.

#### 8. Influence of the County Training Schools for Teachers upon the Social and Civic Center Movement

Thirteen of the county superintendents, in writing about the social and civic center work in their counties, mention specifically the help that is given by the faculties of the county training schools. The function of the institution is not alone to give the teachers a professional preparation for their work, but to instruct them how to keep in touch with country life and to give all possible assistance towards its enrichment. Statements have already been given from Supt. C. W. Smith of Columbia County (p. 95) and Supt. J. H. Hamlin of Lin-

coln County (p. 106) in which they mention how the principals of the training schools aid in conducting parents' meetings and in organizing agricultural clubs. Supt. Burton of Crawford County says: "Principal G. E. Pratt of the training school at Gays Mills has aided by giving lectures, illustrated in most cases." Supt. Theresa Leinenkugel of Eau Claire County writes: "The teachers have had many basket sociables at the school houses at which short programs have been given by the pupils. At some of these meetings an illustrated talk has been given by Prin. W. A. Clark of the training school."

One of the great values of the county training school is that it is filled with the spirit of country life. The teachers have the maturity and experience which enables them to exert a strong influence upon the young people in the re-direction of the country school work. When the graduates go into their schools to teach they have as a rule a broader vision of what their opportunities are. This was illustrated by some work done in Polk County by two training school graduates. These two young men taught in adjoining districts and planned joint meetings which did much to interest the people in school matters. The training school becomes an important factor in this work in two ways: 1. In preparing the teachers for social center activities, and 2. in directly aiding the inauguration of these activities through the direction of the members of the faculty.

In some of the state normal schools courses for training teachers for country schools have been introduced. The work of the directors of these courses corresponds to that of the principals of the county training schools. Prof. John Phelan, director of the course at Stevens Point, has been of assistance in carrying on the social center work in Portage County, and Prof. Austin Wilbur, the director of the course at Whitewater, has been present at many gatherings in adjoining counties. Reference has already been made to country school visitation made by other members of the normal school faculties. (p. 98.)

### 9. The County Agricultural Schools

Supt. B. F. Oltman of La Crosse county gives us the following interesting account of the co-operation given by the County School of Agriculture:

"In connection with our County School of Agriculture and Domestic Economy we held a boys' corn-growing contest and a girls' cooking and sewing contest the past year, closing with an exhibition the first week in January, 1913, at West Salem. There were 140 boys taking part in the corn-growing contest and about 100 girls in the cooking and sewing contest. The exhibit of corn, in which 70 boys made entries, was an excellent one. The exhibit of the cooking and sewing was also very creditable, but owing chiefly to the fact that the girls' contest was organized only about two months before the exhibition took place, less than a score of girls made entries. A liberal premium list amounting to more than \$150.00 was offered. The work in both contests was carried on in accordance with directions issued by the agricultural school.

"At the time of the exhibition a country boys' and girls' club was formally organized with a charter membership of sixty. We are planning to extend this club into every district in the county. It is our intention to give the members of this club some interesting and profitable work each year on the nature contests under the direction of the La Crosse County School of Agriculture. The purpose, of course, is to create a greater interest in school work and to establish a closer relationship between the home and the school."

Reports regarding the work done by the other County Agricultural Schools have come to the attention of the Committee. Members of the faculties are taking part in evening meetings, discussing chiefly topics pertaining to agriculture and household management. In some instances they have assisted the county superintendent in conducting teachers' meetings. Reference has been made in another place to the practice of providing a special course for adults. (See p. 107.)

Three counties in Wisconsin,—Oneida, Barron and Eau Claire—have county representatives. Though these men are principally engaged in helping the people with their agricultural problems, yet they do much to assist in the social and civic

center meetings. They are also helpful in the general educational work in several ways.

### 10. The Influence of the Press

We cannot close the discussion of this subject without giving recognition to the valuable work done and assistance given by the press, especially the farm publications. More attention than ever before is given by periodicals to the educational, social and civic problems of the country people. Some excellent material is being furnished which may be profitably used both in the school and the home. In many of our schools agricultural papers are taken by the school and the children are in this way becoming familiar with farm and country literature.



Figure 20. Agricultural school exhibit of six schools, Town of Kossuth, Manitowoc County. (Courtesy of Supt. C. W. Melsnest.)

This bulletin is incomplete in many particulars but we believe that enough has been said to indicate that the social and civic center movement has already obtained a good footing in this state. Further, that what has already been attempted and accomplished is full of encouragement. The foundation for future work has been well laid; the idea is contagious and spreads from community to community, and the benefits resulting from these meetings will grow and be felt in every community in the state. While, because of necessity, much that could be told in this bulletin has been left untold, we believe that the activities that will be developed in this state through the organization and maintenance of clubs and social and civic centers will be recognized as strong forces, instrumental in all growth and progress.

## XVI

## SOCIAL AND CIVIC CENTER WORK IN THE PAST

It is the desire of the committee to place before the readers a brief article that has been prepared by Mr. George Wehrwein. In this article Mr. Wehrwein calls attention to the fact that there were activities years ago similar to those that we are advocating at the present time. This article was published in the November issue of the Wisconsin Country Magazine and it is here given by the courtesy of the publishers.

## Farmers' Organizations in the Past

By George Wehrwein

The present social center movement which advocates the formation of farmers' clubs is in many ways only a revival of the activities that existed during the seventies and eighties in Wisconsin. The newspapers of that time often have complete records of those meetings which are very interesting from the present day standpoint. The ones mentioned in this article are by no means all that existed during that period but are only those which came to my attention while looking up data on the cheese industry in the newspapers of the eastern counties of Wisconsin.

If research were made for the purpose of studying the early social activities many more interesting accounts would be found.

In 1868 the dairymen of Sheboygan County formed a dairymen's association which, in 1873, established the Sheboygan Falls Dairy Board, the second board in the West, Elgin being the first. In the same year the German Agricultural and Mechanics Society held its first fair at Sheboygan. In 1870 the Sheboygan Horticultural Society was formed which held a fair in January of the following year where "fruits, canned fruits, fancy work, paintings, wax work and penmanship" were ex-

hibited. On June 11, 1870, the Ripon Farmers' Club held a five days' trial of farm machinery of all kinds,—reapers, mowers, binders, threshing machines, etc., and on Aug. 13, 1873, another trial was held in which four different makes of binders were in competition. A binder trial was held at Plymouth July 27, 1882, which is recorded at some length in the local papers and at which the Osborne was pitted against the Dennett machine.

The Manitowoc "Pilot" of June 3, 1880, has an announcement of a meeting of the Manitowoc Agricultural Society which for several years had conducted county fairs at Clark's Mills, now a small village when compared with the present county seat.

A farmers' club was organized at Plymouth in February of 1883. They held a convention on March 6 of that year at which Prof. Henry and Clinton Babbett were invited to speak. Many interesting meetings were held during 1883-4 and a farmers' picnic was held June 14, 1884. Among the topics discussed at the Plymouth Club were "Education for farmers" and "What crops and methods of farming are most profitable." The farmers brought records of their receipts and expenditures to the meeting to substantiate their statements.

Other clubs were formed at Baraboo, Elkhorn, Mequon, Jefferson, Medina and many other places.

The most interesting of the Farmers' Clubs and one whose proceedings were most carefully recorded in the local papers, was the one at Hingham in Sheboygan County. This Club was organized in 1872 with seven members. By 1874 the membership had increased to seventy and an agricultural library of a hundred volumes had been accumulated. Besides holding regular meetings on the second and fourth Saturdays of each month (except in July and August) at which agricultural subjects were discussed, the club formed the nucleus of many neighborhood movements. In 1874 they made arrangements to celebrate Memorial Day, and at various other times plowing matches and sheep shearing contests were held.

Their topics of discussion were interesting, practical and to the point. Among the questions taken up for discussion we find the following: "Is fine ground plaster more beneficial than coarse ground?" "Which is more profitable, a butter factory or a cheese factory?" "Do sandy or gravelly soils

leach the valuable properties of manure?" Taxation problems were also taken up and laws relating to fences and fencing.

Some of their papers and discussions dealt with problems which we are prone to think are of recent origin, and it seems to us incredible that they should have been considered in those days. For instance, on May 9, 1874, Mr. John DeLyser advocated the conservation and replanting of forests. He said, "Last Fourth of July saw the destruction of fully one-fourth of our best timber by a gale. We ought to replant the trees so destroyed. We ought to plant along the highways; if every section line had a highway and trees were planted a rod apart we would have 737,280 trees in the county. It would provide shade, increase the value of our farms, maintain our precipitation and grow timber for us. I now have two hundred seventy-five trees along my highway which will produce seventy-five cords of fire-wood yearly, twenty years from now." He advocated a wood lot of five acres on every eighty acre farm and advised the buying of young trees for such planting.

Another problem which appeals to us as modern but which was discussed in agricultural papers as early as the fifties was taken up at several consecutive meetings of the Hingham Club in March 1874. It was, "Why do boys and girls dislike the farm and seek the city? What is the cause?" Major Shaw answered very emphatically, "Ask the children, and they will tell you that farm life is a hard, dirty life and that they want some recreation and amusement. The state of the public mind to-day is such that we seek a more joyous life,—riches, fine carriages, fast horses. They desire to gain these without manual labor. People see the finery of cities and desire it. Whether gotten in good ways or not matters little. It is a hard matter to get our sons to don their working clothes after leaving school and go to work. I would be glad to see educated farmers but there is danger ahead. I should like to see young ladies educated, but what is the result? They rather go into the parlor and drum on the piano than help mother in the kitchen. They seek some rich man for a husband to support them in luxury and idleness."

Many suggestions were made to interest the young people in country life. Major Shaw himself said, "Give children a sheep or some animal to take care of and teach them business and the

value of money. Let them go to the market and transact business, even if they get cheated; it will be a lesson."

Mr. Rogers also emphasized this idea: "Give the girl the profit of one cow that she milks. I believe in the theory of partnership on the farm with the boys. Give them such share as they may be entitled to by their interest and adaptation to the business. Do not make slaves of them." Others said that good treatment, books, proper social life and recreation would do much toward keeping the boys and girls on the farm. Mr. Balch said, however, "Boys have a natural bent; some will be doctors or mechanics, and not farmers. We should help them in their desires. Lincoln left the farm because he had other desires."

Brief mention might be made of a few organizations that were not agricultural. In the latter seventies the German farmers of the town of Newton in Manitowoc County organized a singing society and built their own hall which was the scene of many picnics and gatherings until about ten years ago. A few years later a Temperance Society built its own hall in another town a few miles southwest of Newton where regular meetings were held. The papers during the eighties were full of accounts of plays given by local talent in the small villages and towns. There were flourishing clubs at Sheboygan Falls, Jefferson, Waldo and Plymouth. The 'Hub' Club in the last named town presented "Our American Cousin" in 1879 and "Esmerelda" in 1882. An amateur company from Fond du Lac presented "H. M. S. Pinafore" at Sheboygan and Plymouth. Turner and gymnastic societies were common in all the German communities.

All of these activities gradually declined after 1885. Many of the halls built for recreational purposes are ruins to-day or have been torn down. None of the organizations continued to exist much beyond 1885. That is why social center activities seem to be new movements to us who did not know of them in the days when our fathers were boys.

## APPENDIX A.

## SCHOOL INDUSTRIAL CREDIT FOR HOME INDUSTRIAL WORK.

Through the courtesy of former State Supt. L. R. Alderman of Salem, Oregon, we are enabled to give our readers a reprint of his excellent pamphlet dealing with the above subject. It is full of suggestions for teachers and parents. Many of the teachers in Wisconsin have read his little pamphlet and have received much benefit from it.

## SCHOOL CREDIT FOR HOME WORK.

That civilization is founded on the home, all will agree. The school should be a real helper to the home. How can the school help the home? How can it help the home establish habits in the children of systematic performance of home duties, so that they will be efficient and joyful home helpers. One way is for the school to take into account home industrial work and honor it. It is my conviction, based upon careful and continuous observation, that the school can greatly increase the interest the child will take in home industrial work by making it a subject of consideration at school. A teacher talked of sewing, and the girls sewed. She talked of ironing, and they wanted to learn to iron neatly. She talked of working with tools, and both girls and boys made bird houses, kites, and other things of interest. A school garden was planned in a city, and one of the boys was employed to plow the land. Seventy-five children were watching for him to come with the team. At last he came driving around the corner. He could manage a team. He drove into the lot and a hundred and fifty eyes looked with admiration at the boy who could unhitch from the sled and hitch to the plow, and then as he "man-fashion"—lines over one shoulder and under one arm—drove the big team around the field, all could feel the children's admiration for the boy who could do something worth while. I have seen a girl who could make good bread or set a table nicely, get the real admiration of her schoolmates.

The school can help make better home builders. It can help by industrial work done in the school, but as that is already receiving consideration by the press and in a few schools, I shall not in this short article treat of it.

The plan I have in mind will cost no money, will take but little school time, and can be put into operation in every part of the State at once. It will create a demand for expert instruction later on. It is to give school credit for industrial work done at home. The mother and father are to be recognized as teachers, and the school teachers put into the position of one who cares about the habits and tastes of the whole child. Then the teacher and the parents will have much in common. Every home has the equipment for industrial work and has someone who sees it with more or less skill.

The school has made so many demands on the home that the parents have in some cases felt that all the time of the child must be given to the school. But an important thing that the child needs along with school work is established habits of home making. What one does depends as much upon habits as upon knowledge. The criticism that

is most often made upon industrial work at school is that it is so different from the work done at the home that it does not put the child into that sympathetic relation with the home, which after all is for him and the home the most important thing in the world. Juvenile institutions find that they must be careful not to institutionalize the child to the extent that he may not be contented in a real home. In my opinion it will be a great thing for the child to want to help his parents do the task that needs to be done and want to do it in the best possible way. The reason that so many country boys are now the leading men of affairs is because early in life they had the responsibility of home thrust upon them. I am sure that the motto "Everybody Helps" is a good one.

But one says: "How can it be brought about? How can the school give credit for industrial work done at home?" This may be accomplished by printed slips asking the home to take account of the work that the child does at home under the instruction of the home, and explaining that credit will be given this work on the school record. These slips must be prepared for children according to age so that the child will not be asked to do too much, for it must be clearly recognized that children must have time for real play. The required tasks must not be too arduous, yet they must be real tasks. They must not be tasks that will put extra work on parents except in the matter of instruction and observation. They may well call for the care of animals, and should include garden work for both boys and girls. Credit in school for home industrial work (with the parents' consent) should count as much as any one study in school.

To add interest to the work, exhibitions should be given at stated times so that all may learn from each other and the best be the model for all. The school fairs in Yamhill, Polk, Benton, Lane, Wasco and Crook counties, together with the school and home industrial work done at Eugene, have convinced me most thoroughly that these plans are practicable, and that school work and home work, school play and home play, and love for parents and respect for teachers and fellow-pupils can best be fostered by a more complete co-operation between school and home, so that the whole child is taken into account at all times.

#### SPRING VALLEY SCHOOL.

A. I. O'Reilly, a young man who is just completing his third year at the Spring Valley school, a country district in Polk County, determined last September (1911) to test the plan of giving credit to his pupils for the work they did at home. He went to his directors, and secured their promise to give money from the general school funds to be awarded to the pupils earning the most credit in a home-work contest. He then proceeded to work out his plans, the contest idea in bringing about the results being original with him.

The duties for which home credit is offered on Mr. O'Reilly's credit schedule are these: Building fire in the morning, 5 minutes; milking a cow, 5 minutes; cleaning out the barn, 10 minutes; splitting and carrying in wood (12 hours' supply), 10 minutes; turning cream separator, 10 minutes; cleaning horse (each horse), 10 minutes; gathering eggs, 10 minutes; feeding chickens, 5 minutes; feeding pigs, 5 minutes; feeding horse, 5 minutes; feeding cows, 5 minutes; churning butter, 10 minutes; making butter, 10 minutes; blacking stove, 5 minutes; making and baking bread, 1 hour; making biscuits, 10 minutes; preparing the breakfast for family, 30 minutes; preparing supper for family, 30 minutes; washing and wiping dishes (one meal), 15 minutes; sweeping floor, 5 minutes; dusting furniture (rugs, etc., one room), 5 minutes. scrubbing

floor, 20 minutes; making beds (must be made after school), each bed, 5 minutes; washing, ironing and starching own clothes that are worn at school (each week), 2 hours; bathing (each bath), 30 minutes; arriving at school with clean hands, face, teeth, and nails, and with hair combed, 10 minutes; practicing music lesson (for 30 minutes), 10 minutes; retiring on or before 9 o'clock, 5 minutes; bathing and dressing baby, 10 minutes. sleeping with window boards in bedroom (each night), 5 minutes; other work not listed, reasonable credit. The conditions and rules of the home credit contest are given here:

1. No pupil is obliged to enter the contest.
2. Any pupil entering is free to quit at any time, but if any one quits without good cause all credits he or she may have earned will be forfeited.
3. Parents or guardian must send an itemized list (with signature affixed) to the teacher each morning. This list must contain the record of the work each child has done daily.
4. Each day teacher will issue a credit voucher to the pupil. This voucher will state the total number of minutes due the pupil each day for home work.
5. At the close of the contest pupils will return vouchers to teacher, the six pupils who have earned the greatest amount of time, per the voucher, receiving awards.
6. Contest closes when term of school closes.
7. Once each month the names of the six pupils who are in the lead will be published in the county papers.
8. Ten per cent credit will be added to final examination results of all pupils (except eighth graders) who enter and continue in the contest.
9. When pupil has credits to the amount of one day earned, by surrender of the credits and proper application to teacher he may be granted a holiday, provided not more than one holiday may be granted to a pupil each month.
10. Forfeitures—Dropping out of contest without cause, all credits due; unexcused absence, all credits due; unexcused tardiness, 25 per cent off all credits due; less than 60 per cent in deportment for one month, 10 per cent off all credits due.
11. Awards—Three having highest credits, \$3 each; three having second highest, \$2 each. Awards to be placed in a savings bank to the credit of the pupil winning it. Funds for awards furnished by the school district board out of general fund.

All of Mr. O'Reilly's pupils, thirty-one in number, entered the contest with the vim and eagerness for which children are noted and have faithfully kept up their home work throughout the year. The parents have co-operated by sending in the lists of work done by the children at home. Every morning Mr. O'Reilly receives these notes, which are usually written by the children and signed by the parents. Here are a few samples of parents' reports:

<i>Flora Mortensen,</i>	
April 17, 1912—	
	<i>Min.</i>
Fed the chickens.....	5
Gathered the eggs.....	15
Set the table.....	5
Wiped the dishes.....	5
Tended flowers .....	20
Swept one floor.....	5
Was in bed before 9.....	5
Washed my teeth.....	10
Prepared one lunch.....	5
Total .....	75

(Signed) MRS. E. SAVAGE.

# 124 SOCIAL AND CIVIC WORK IN COUNTRY COMMUNITIES

*Henry Davidson,*

April 17, 1912—

	<i>Min.</i>
Milked cows .....	20
Curried horses .....	10
Hunted eggs .....	10
Fed chickens .....	10
Fed pigs .....	10
Fed horses .....	10
Fed cows .....	10
Cut wood .....	10
To bed before 9.....	5

Total ..... 95

(Signed) MRS. DAVIDSON.

*La Verne Holdredge,*

April 16, 1912—

	<i>Min.</i>
Fed chickens .....	5
Gathered eggs .....	15
Split kindling .....	10
Carried in wood.....	15
Swept four floors.....	20
Fed one horse .....	5
Dried dishes .....	15
In bed before 9.....	5

Total ..... 90

(Signed) MRS. HOLDREDGE.

*Evangeline Jennings,*

April 16, 1912—

	<i>Min.</i>
Prepared supper .....	30
Washed and dried dishes.....	15
Gathered the eggs.....	15
Fed the chickens.....	5
Put separator together.....	10
Turned separator .....	10
Made one bed .....	5
Cleaned my teeth.....	10
Retired before 9.....	5

Total ..... 105

(Signed) MRS. JENNINGS.

Not only the girls and boys of 10, 12 and 14 years of age are interested in the contest, but the smaller children have gone into the contest with a great deal of zeal. This note from Mr. and Mrs. V. A. Cochran, dated January 1, 1912, will show what their little boy, Maynard, aged 5, is doing: "Maynard brought in his wood twice, to bed by 9, swept the kitchen twice, washed his teeth twice, watered the flowers."

What was being done in the little school in Spring Valley was soon talked of. Early in December, 1911, the Portland papers discussed the novel experiment. Early in January, 1912, the county school superintendents from all over the State assembled at Salem, as is the custom twice each year, to grade examination papers. Superintendent H. C. Seymour of Polk County invited all the superintendents to visit the Spring Valley school, and provided carriages for the eight-mile drive. It was a raw, blustery day, but the superintendents were not balked in their resolve to see what was being done at Spring Valley toward solving the problem of "How to bring the home and school closer together," and "How to make the girls and boys in the country love their homes."

I give excerpts from a first-hand impression of this day's visit written for the Oregon City paper by County Superintendent T. J. Gary of Clackamas County:

"We arrived at the Spring Valley school at 10:30 a. m. and observed first a board walk from the road to the school house door and a well-drained school yard free from all rubbish such as sticks, pieces of paper, etc.

"Upon entering the room we observed that the directors had made provisions for the proper heating, lighting and ventilation of the school room. On the walls were three nicely framed pictures, 'The Sistine Madonna,' 'The Christ,' and 'The Lions,' all beautiful reproductions of celebrated works of art. The building was a modest one, much like the many school buildings we find through the country, but there was about it that which said plainer than words can say it, 'this is a well ordered school.'

"Looking to the right we saw on a partition wall, on the floor, and on the side wall a variety of articles, aprons, dresses, dollies, hand bags, handkerchiefs, kites, traps, bird houses and various other things made by the boys and girls of the school.

"At the left in the other corner of the room were loaves of bread, pies, cakes, tarts, doughnuts and other tempting things prepared by the girls and boys. The writer sampled various edibles, among them a cake baked by Master Zinser, son of our ex-superintendent, J. C. Zinser. I can truthfully say that it was the kind of cake that makes a man want more.

"These things were all of interest to us, but the one thing we were most curious to know about was the system the teacher had of giving credits for home work, not school work done at home, but all kinds of honest work a country girl or boy can find to do. Pupils were given five minutes for milking a cow, five minutes for lighting a fire, five minutes for sleeping in fresh air, five minutes for taking a bath, and so on through the long list of common duties incident to home life and country. The rule of the school is that any pupil who has earned 600 minutes may have a holiday, at the discretion of the teacher. If the pupil asks for a holiday to use for some worthy cause the teacher grants it providing it will not interfere too much with his school work. It is further provided that no pupil may have more than one holiday in 20 days.

"Space will not permit my giving a more detailed account of the plan. I trust that enough has been given to show the principle involved. The teacher was subjected to volley after volley of questions from the superintendents, but was able to answer all of them with alacrity. The chairman called upon the parents to give their testimony as to the success of the movement. I can not write here all that was said, but will give two as fair samples of all.

"One good motherly looking country woman said: 'Before this plan was started I got up in the morning and prepared breakfast for the family and after breakfast gave time to the preparation of the children for school. Now, when morning comes the girls insist upon my lying in bed so that they may get breakfast. After breakfast they wash the dishes, sweep the kitchen, and do many other things as well as make their own preparation for school. I think the plan is a success. My only fear is that it will make me lazy.'

"One father said: 'I have two boys—one in the high school and Jack, here. It was as hard work to get the older boy out in the morning as it was to do the chores, and as Jack was too young to be compelled to do the work, I let them both sleep while I did it. Now, when the alarm sounds, I hear Jack tumbling out of bed and when I get up I find the fires burning and the stock at the barn cared for, so all I

have to do is to look happy, eat my breakfast, and go about my business. Yes, it is a great success in our home.'

"At this point Superintendent Alderman said: 'Jack, stand, we want to see you,' and Jack, a bright, manly-appearing country boy of 14 years stood blushing, while we looked our appreciation.

"One man told of the many things his daughter had done, whereupon it was suggested that she might do so much that her health would be in danger. A pleasant smile flitted across the face of the father as he said, 'Daughter, stand and let these men see if they think you are injuring your health': a bright, buxom, rosy-cheeked girl—the very picture of health and happiness—arose while we laughed and cheered.

"To the question, 'Does this work interfere with the work of the school?' the teacher pointed to the record of the school in a spelling contest that is being conducted in this country and read '100 per cent for this month, 98.12 per cent for that' and said, 'No, I find that the children have taken more interest in their school work and are making more progress than before.'"

The superintendents who visited Mr. O'Reilly's school have arranged to present Spring Valley with a handsome German lithograph. This picture will be in entire keeping with the atmosphere of the school room where much thought has been given to the decoration, the seating, lighting, the books, pictures, and music. The book case with glass doors contains not only a number of well-selected books belonging to the school, but also a library of fifty books borrowed from the Library Commission. Several of the girls play the organ well, and supply the marches, and the means of learning the songs adopted for the use of Oregon children. Since the first flowers made their appearance fresh ones have occupied the vases each day, and since the return of the swallows, bird houses have been set in place in the oak trees in the school grounds. A great wall space is devoted to displaying the exhibits of sewing, work done by the girls at home, and brought to school for credit slips. Several dresses and other articles have been sent to my office by the Spring Valley children, and have elicited much surprise from visitors finding that they were made by girls 12 and 14 years old.

It is the universal testimony of the parents in this district that the children are co-operating with them, and becoming interested in their home as never before. One mother said that it seemed that her duties were reduced by half, and that the children were eager to do more, for more work means more school credit. Conditions are reversing themselves—instead of the parents saying, "You must do your chores or I shall punish you," the child is asking, "Is there something more I can do this evening?"

A teacher less original than Mr. O'Reilly might not have thought of starting a crusade in such a subtle way for better hygienic conditions by means of the school credit contest. But Mr. O'Reilly gives credit for sleeping with the window boards in, for taking baths, caring for the nails, teeth, and hair, and for being in bed by 9 o'clock. The result is that a finer, cleaner, brighter lot of children can not be found in Oregon than in the Spring Valley district. The little girls are justly proud of the dresses that they wash and iron themselves, all the children arrive at school in perfect order, and they receive credit for attending to their personal appearance.

How does this school credit for home handwork affect the standing of the school? In answer to this query, let me give the conditions that Superintendent Seymour of Polk County established as the standard of his rural schools. Spring Valley was the first school to be standardized. Superintendent Seymour's requirements for standardization include well-drained school grounds, school building properly lighted, heated

and ventilated, school house and grounds neat and attractive, sanitary outbuildings, walks to buildings and outbuildings, individual drinking cups, one standard picture added during the year, thorough work on the part of the teacher and pupils, every pupil in the spelling contest, an average of 95 per cent in attendance. In token of her victory over all the other rural schools of Polk County, Spring Valley has spread out in the fore part of the school room a large, white square banner bearing these words in letters of green and black, the school colors: "Spring Valley was the first to standardize in Polk County, October, 1911." The report of the school work done by the boys and girls show excellent standings, the natural results of intelligent application.

"This contest plan ought to be contagious," said Mr. O'Reilly, "for it is the best thing I have ever tried in the way of getting the children completely in sympathy with both school and home duties. It is not my intention to give full credit for time necessarily spent in home duties. I have explained to the children that it is best to go out into the world expecting, if necessary, to give more than they get. I am planning my forfeitures with the good of the school in view. The plan is an agreement between the pupil and myself. If he fails to live up to his part of it he learns that his failure works a real hardship upon him. Perhaps I am teaching some practical law here. The plan of awards has started them on a commercial future and has resulted in my having to tell them all about savings accounts. The plan is going without a hitch."

#### THE ONTARIO SCHOOL.

Other schools of the State are now becoming deeply interested in the new educational field. There is not much doubt that next fall it will be introduced into a great number of schools. E. B. Conklin, city superintendent of Ontario, and W. W. Wiley, city superintendent of Athena, have gotten out printed home-work cards. Mr. Conklin's card leaves spaces opposite each home duty for the grade obtained for the months beginning with February of this year till the close of the term. The regular school marks are offered: F, fair. P, poor; G, good; and E, excellent. These cards are sent home with the regular monthly report card. The parent is to grade and sign the card, returning it to the teacher. The duties on the card are: Sewing and mending, bread making, general cooking, setting and serving table, washing and wiping dishes, washing and ironing, sweeping and making beds, mopping and care of kitchen, care of younger children, making fires, getting water, coal, kindling, etc., feeding stock or poultry, milking cows, barn or yard work, garden or field work, errands. This card also takes into consideration the character development of the child, and names the following to be graded by the parent: Cheerfulness, kindness, order and care of clothes, cleanliness, bathing, table manners, politeness, keeping temper, doing before told, care of language at home, off street, courtesy to parents, kindness to animals, care of playthings, home study, ambition to succeed. With these cards Mr. Conklin sent out to the parents the following letter, February 11, 1912:

"Mr. Alderman, State Superintendent of Public Instruction, has urged for some time a system of credits for home work, and in response to his wishes these cards are being devised. The public schools of the State are intended to render the best possible service in assisting the boys and girls to become useful men and women. To this end, a greater responsibility rests with the homes, and it is desired by the schools to co-operate with the homes in every way they can. Parents and teachers can work together more than they do in the training of the children, without interfering with the home discipline or hampering the work at school.

"Education should make us more willing and efficient workers. If it doesn't, what is its use? The foolish notion should no longer prevail that education is to teach us to make a living without work. Every person has some home duties, chores and the like. There is much sewing and cooking, mending and baking, washing dishes, sweeping, dusting, making beds, mopping, washing, ironing, making fires, getting kindling, coal or water; caring for other members of the family, chores about the garden, yard or barn, feeding stock or poultry, milking cows, cleaning stables, etc., etc., that boys and girls can do. Under the proper encouragement and direction the boys and girls who are in school can be taught to do these things well and thoroughly. The more they do, well and cheerfully, the better for them; they will become finer and more useful men and women.

"Somewhere along the line there should be a lot of training in the matter of cheerful helpfulness. In our homes too many times there are shirking, whining, scolding and even quarreling; too much distressed condition of face, voice or manner. Sometimes boys and girls grow to be young men and young ladies without having had the training and benefit that comes from knowing how to do well and cheerfully the thousand and one duties that should fall to the lot of the average man and woman.

"The enclosed card is made out with the hope that it may help a little. It is suggested that the parent grade the home work card and return it with the school work card. Care should be taken to do full justice, and at the same time not grade too high at first, but leave room for crediting future improvement.

"The boys and girls of Ontario are in full accord with the spirit of this letter, and will respond, we think, in such a way as to be beneficial to all."

On a recent visit to Ontario I was much gratified to find that Mr. Conklin's plan was working out with great success. I asked no questions concerning it at first, but before I had been in the city long a number of parents came to me with enthusiastic expressions of approval of the manner in which the plan was engaging the attention of the children, and was serving as an incentive to interest them in the duties of their home.

In my opinion the giving of school credit for home work is like opening great reservoirs of power which as yet have scarcely been tapped. You may not want to work out this plan in exact detail as it is described here, or you may want to put it into operation with some variations, or not work it at all. If you feel that there is anything in this proposition see what you can do with it in your school. I believe that teachers who do take little excursions out of the beaten paths are happier than those who do not.

## APPENDIX B.

## SUGGESTED CONSTITUTION FOR A NEIGHBORHOOD IMPROVEMENT CLUB. (SOCIAL CENTER.)

College Extension Service. Manhattan, Kansas.

## CONSTITUTION

## Preamble

We, the citizens residing in the ..... neighborhood, believing that this community deserves the best economic, civic, health, social, moral and educational conditions that it is possible for its citizens to bring about; and further, believing that a better understanding of the fundamental problems of community life and a wider acquaintance can be accomplished by open and free discussion of all neighborhood questions, do therefore constitute ourselves a Neighborhood Improvement Club.

For the better government of the same, we do adopt the following constitution:

## Article I.—Name

The name of this Club shall be the Neighborhood Improvement Club of .....

## Article II.—Object

The object of this organization shall be the bringing about of better economic, civic, social, health, moral and educational conditions in this community by developing an intelligent public spirit through the open presentation and free discussion of all questions and activities which promote the welfare of this community.

## Article III.—Membership

Section 1. Members. Every person ..... years of age or over, living in the ..... neighborhood, is an associate member of this Neighborhood Improvement Club by the fact of his or her residence in this neighborhood.

Section 2. Any person eighteen years of age and over is eligible to become an active member of this Club upon giving his or her name to any member of the Executive Committee.

## Article IV.—Officers and Elections

Section 1. There shall be the following officers: President, First, Second, Third and Fourth Vice Presidents, Secretary and Treasurer.

Section 2. All the officers shall be elected at the annual meeting of the Club which shall be held on ..... to serve for a term of one year each. Only active members will be allowed to vote for officers and only active members are eligible to office.

## Article V.—Duties of Officers

Section 1. President: It shall be the duty of the President to preside at all meetings of the Club and also to serve as chairman of the Executive Committee of the Club.

Section 2. First Vice President: It shall be the duty of the First Vice President to preside at the meetings of the Club in the absence or at the request of the President.

Section 3. Second Vice President: It shall be the duty of the Second Vice President to serve as chairman of the Program Committee of the Club.

Section 4. Third Vice President: It shall be the duty of the Third Vice President to serve as chairman of the Improvement Committee of the Club.

Section 5. Fourth Vice President: It shall be the duty of the Fourth Vice President to serve as chairman of the Publicity Committee of the Club.

Section 6. Secretary: It shall be the duty of the Secretary to keep the minutes of the proceedings of the Club; to keep a list of active members; to receive names of new members; to carry on the correspondence of the Club; and to fulfill such other duties as usually pertain to this office.

Section 7. Treasurer: It shall be the duty of the Treasurer to collect and disburse the money of the Club; to keep a record of all money received, spent and on hand, and to report upon the state of the treasury at the annual meeting or whenever called upon to do so.

## Article VI.—Committees

There shall be four committees of the Club, namely the Executive Committee, the Improvement Committee, the Program Committee, and the Publicity Committee.

## Article VII.—Duties of Committees

Section 1. Executive Committee: The Executive Committee shall consist of the elected officers of the Club. It shall be the duty of this Committee to confer upon questions regarding the welfare of the Club; to consider and recommend matters of importance to the Club; and in unusual matters requiring haste, to act for the Club.

Section 2. Improvement Committee: The Improvement Committee shall consist of the Third Vice President and four other members chosen by him. It shall be the duty of this committee to investigate all questions of local improvement, which may be referred to it by the Club; also, to suggest matters upon which the Club should act. It shall also be the duty of this committee to make or supervise the making of all surveys suggested under "Methods of Work."

Section 3. Program Committee: The Program Committee shall consist of the Second Vice President and two other members chosen by him. It shall be the duty of this Committee to arrange programs for all of the meetings of the Club; to secure speakers; and to suggest topics of discussion, which shall assure profitable and interesting meetings.

Section 4. Publicity Committee: The Publicity Committee shall consist of the Fourth Vice President and two other members appointed by him. It shall be the duty of this Committee to promote the publicity of the Club through the local newspapers, the announcement of programs of the meetings of the Club, and otherwise to carry on the work of publicity for the Club.

**Article VIII.—Meetings**

The Club shall hold regular meetings each ..... evening on the ..... between the hours of 7:30 and 10 o'clock.

**Article IX.—Dues**

There shall be no regular dues of the Club. Active members of the Club may contribute ..... cents per year to pay the expenses of printing programs, paying expenses of an outside speaker, and such other incidental expenses as may be incurred.

**Article X.—Quorum**

Eight active members of the Club shall constitute a quorum for the transaction of all business.

**Article XI.—Amendments**

The constitution may be amended by two-thirds vote of the active members present at any regular meeting.

**Order of Business**

The order of business in all regular meetings of the Club shall be as follows:

1. Call to order.
2. Reading minutes of previous meeting.
3. Report of standing committees.
4. Report of special committees.
5. Treasurer's report.
6. Unfinished business.
7. New business.
8. Special program.
9. Discussion.
10. Adjournment.

## APPENDIX C.

## A LIST OF REFERENCES FOR TEACHERS AND OTHERS INTERESTED IN COUNTRY LIFE IMPROVEMENT

NOTE. The following list is suggestive though by no means exhaustive. An effort has been made to give reference to such books and publications as will be of value to the general reader.

Township Library List, 1910-11. On pages 68-80 will be found a list of books dealing chiefly with agriculture. Some of these books may be found in the school library.

On pages 263-266 is found a list of agricultural bulletins published by the U. S. Department of Agriculture and by the Wisconsin Agricultural Experiment Station. A copy of this library list should be found in every country school.

Township Library List for 1912-14. This is a supplementary library list and contains some books not given in the list mentioned above. On pages 28-40 will be found books dealing with agriculture and kindred subjects. On pages 112-114 is a list of bulletins published by the U. S. Department of Agriculture and the Wisconsin Agricultural College.

Publications by the U. S. Department of Agriculture. These may be obtained by writing the Department at Washington. Bulletins are issued giving information on practically every agricultural subject. Farmers' clubs may obtain indexes of various kinds showing what publications are available. Write to the Division of Publications, U. S. Department of Agriculture, Washington, D. C.

Publications by the Wisconsin Agricultural College, Madison, Wis. By writing to the College a person may get a list of the available publications. Having this list a person may send for the publications in which he is interested.

The Wisconsin Country Life Conferences of 1911, 1912 and 1913 (three separate bulletins) contain much valuable material concerning social center work. (Published by the College of Agriculture.)

The Extension Division of the University of Wisconsin publishes bulletins containing suggestions for debates and discussions. One bulletin prepared by E. J. Ward is entitled "The Schoolhouse as the civic and social center of the community." Write to the University for a list of available publications.

The Common School Manual. The Manual contains lists of publications which may be used in the social center work. Lists are found on the following pages: 236-263; 280.

Farmers' Institute Bulletins. These are found in every school library and contain much valuable material for discussions at farmers' meetings of various kinds.

Consolidation of School Districts. A bulletin published by the State Superintendent of Public Instruction, Madison, Wis., 1912. A list of references on the subject is given in the appendix.

Bureau of Education, Washington, D. C. Many publications are issued by this Bureau. A person interested in any particular subject may address the Commissioner of Education and inquire what the Bureau has issued bearing on his particular subject.

Government Printing Office, Washington, D. C. Report of the Commission on Country Life. A copy of this report may be obtained by sending 10 cents to the Printing Office.

The following are a few of the books dealing with country life and kindred subjects:

Anderson, W. L. The country town. Baker & Taylor Co., N. Y. \$1.00.  
 Bailey, L. H. The country life movement. Macmillan Co., N. Y. \$1.25.  
 Bailey, L. H. The state and the farmer. Macmillan Co., N. Y. \$1.25.  
 Bailey, L. H. The-nature study idea. This book is on the Township Library List

Bailey, L. H. The training of farmers. Century Co., N. Y. \$1.00.  
 Mr. Bailey's writings are well known. It would be well to have all these books in the community library.

Betts, G. H. New ideals in rural schools. Houghton Mifflin Company, Chicago. 1913. \$.60.

Butterfield, K. L. Chapters in rural progress. University of Chicago Press, Chicago. \$1.00.

This is an excellent book for all who are interested in social center work. It is especially suitable for use in teachers' training classes.

Butterfield, K. L. The country church and rural problem. University of Chicago Press, Chicago. \$1.00.

In the first 66 pages is given an excellent exposition of the rural situation. The remainder of the book is devoted to the discussion of the church problem.

Carney, Mabel. Country life and the country school. Row, Peterson & Co., Chicago. \$1.25.

This is one of the best books that has ever been written on the rural problem. The following from the preface shows the purpose of the book:

"This book is for farmers and country teachers, written not *about* them, but *to* them. It takes form as the direct outgrowth and personal need of eight years' work in country teaching and the training of country teachers. Many of its pages were written within the walls of a country schoolroom, and practically all of its suggestions have been tried with success in average country communities."

The book contains a valuable bibliography of literature dealing with country life.

Carver, T. N. Principles of rural economics. Ginn & Co., Chicago. \$1.30.

This book is especially adapted to those who wish to make a deeper study regarding the underlying principles of country life. A valuable feature of the book is its bibliography.

Davenport, Eugene. Education for efficiency. D. C. Heath & Co., Chicago. \$1.00.

Some of the chapters of this book might profitably be reviewed or discussed at the country gatherings.

Davenport, Mrs. E. Possibilities of a country home.

A bulletin published by the University of Illinois, Urbana.

Eggleston, J. D. and Bruere, Robert W. The work of the rural school. Harper & Brothers, New York. 1913. \$1.00.

Fairchild, G. T. Rural wealth and welfare. Macmillan Co., N. Y. \$1.25.

This is a valuable book for advanced students.

Field, Jessie. The corn lady.

This book is on the Township Library List.

Fiske, G. W. The challenge of the country.

A study of country life. Association Press, N. Y. \$.75.

Foght, H. W. The American rural school.

This book is on the Township Library List.

Gillette, John M. Constructive rural sociology. Sturgis & Walton, New York. 1913. \$1.60.

Kern, O. J. Among country schools.  
This book is on the Township Library List.

McKeever, W. A. Home training bulletins. Address Wm. A. McKeever, Manhattan, Kansas. Price 2c per copy.

- No. 1. The cigarette smoking boy.
- No. 2. Teaching a boy to save.
- No. 3. Training the girl to help in the home.
- No. 4. Assisting the boy in the choice of a vocation.
- No. 5. A better crop of boys and girls.
- No. 6. Training the boy to work.

McKeever, Wm. A. Farm boys and girls. Macmillan Co., N. Y. \$1.50.

Ogden, Henry N. Rural hygiene. Macmillan Co., N. Y. 1911. \$1.50.

Phelan, John. Rural economics and rural sociology. Eau Claire Book & Stationery Co., Eau Claire, Wis. \$.35.

Plunkett, Sir Horace. The rural life problems in the United States. Macmillan Co., N. Y. \$1.25.

Powell, G. H. Cooperation in agriculture. Macmillan Co., N. Y. 1913. \$1.50.

Powell, G. H. How to live in the country. Grosset & Dunlap, N. Y. \$.50.

Taylor, H. C. Agricultural economics. Macmillan Co., N. Y. \$1.25.  
An excellent text-book for advanced students.

Ward, E. J. The social center. D. Appleton & Co., N. Y. \$1.50.

Wilson, W. H. The church of the open country. Missionary Education Movement of the U. S. and Canada. N. Y. 1911. \$.50.

References for further study have been given in the latter part of the book.

Wilson, W. H. The evolution of a country community. The Pilgrim Press, Chicago. \$1.25.

Wray, Angelina. Jean Mitchell's school. Public School Publishing Co., Bloomington, Ill. \$1.00.

This book contains valuable suggestions for country school teachers.

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A small pamphlet entitled "Programs for Mothers' Associations" contains suggestions and material for discussions in mothers' clubs. These programs are prepared by Elizabeth Ansley, editor of the Mother's Magazine and published by David C. Cook Company, Elgin, (or Chicago) Ill.

# INDEX

Accidents, prevention of, to be taught .....	24-25	Cleanliness a factor in moral training .....	16, 25
Adams County, reports from..	98, 111	Clubs, advantages of.....	32
Advantages of club work....	32	Clubs, farmers' .....	62, 107-113
Advantages of farm life.....	8, 10	Clubs for study and eradication of weeds.....	30
Agricultural College ....	33, 35, 102, 106	Clubs for study and protection of birds .....	32, 113
Agricultural exhibits ....	34-35, 75, 96-97, 103, 116	College of Agriculture....	33, 35, 102, 106
Agricultural school fairs...34-36, 39, 96		Columbia County, reports from .....	77, 95, 108
Agricultural papers .....	34, 116	Common sense, development of .....	22
Agricultural representative, county .....	107, 115	Common School Manual, references to .....	24-26, 28, 30, 132
Agricultural schools, county .....	107, 112, 115	Community improvement through organization .....	82-87
Agriculture, teaching of.....	30	Composition, teaching of.....	23
Alcohol and narcotics, effect of, to be taught.....	25	Consolidation of schools.....	50, 132
Arbor Day .....	70, 76	Constitution of a neighborhood club .....	71-72, 129-131
Arithmetic, teaching of.....	22	Constitution of Sauk County Association .....	89-91
Arithmetic for special school programs .....	53	Contests of various kinds in Wisconsin .....	98-103
Ashland County, report from..	109	Cooperation between home and school .....	21-42
Attitude of children towards elders .....	14, 16, 64	Cooperation in the home 10, 12, 125-126	
Attitude of parents.....	11, 12	Cooperation in the school.....	17
Attitude of teachers.....	75, 76	Cooperation spirit developed by class work .....	10, 16
Audubon Society .....	32	Cooperation developed by meetings .....	49
Babcock tester .....	33, 92	Corn festival .....	68, 96
Barron County, report from..	86	Country life, advantages of... ..	8, 10
Basket sociables .....	94, 114	Country life, disadvantages of .....	8-9, 49
Bayfield County, report from..	109	Country Life Association of Sauk County .....	88-91
Beetown school, consolidated..	50	County agricultural clubs.....	102
Bird study .....	31	County agricultural representatives .....	107, 115
Bulletins on home training...	20	County agricultural schools .....	107, 112, 115
Bulletins, special .....	33	County fairs .....	99, 102
Cautions regarding social center work .....	73-75	County graduation exercises..	104
Charging admission to school programs .....	44	County superintendent-ents .....	55, 72, 79-81, 92, 94, 113
Chippewa County, report from Civic and social conditions, improvement of .....	104		
Civics, teaching of.....	23		
Civic value of class work....	16		
Civic value of play.....	18		
Class work, civic value of....	16		

